

HANDBOOK FOR SCOUTMASTERS

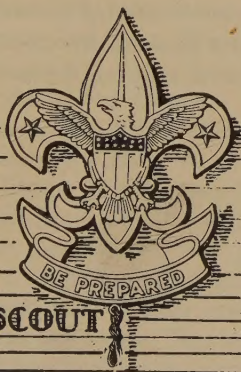


A MANUAL OF LEADERSHIP
BOY SCOUTS OF AMERICA

HANDBOOK FOR SCOUTMASTERS
VOLUME ONE

HANDBOOK FOR SCOUT MASTERS

VOLUME ONE



CITIZEN SCOUT

U.S.A.

EAGLE SCOUT

LIFE SCOUT

STAR SCOUT

FIRST CLASS SCOUT

SECOND CLASS SCOUT

TENDERFOOT SCOUT B.S.A.

THIRD HANDBOOK FOR SCOUTMASTERS

Volume One

First Imprint, December 1936

Second Imprint, February 1937

Third Imprint, November 1937

Fourth Imprint, October 1938

Copyright 1938 by
BOY SCOUTS OF AMERICA

FOREWORD

The Boy Scouts of America is recognized throughout the nation as one of the assets in our American life today. This was made possible through the efforts of our Scoutmasters who through the years gave themselves splendidly in the cause of Scouting. The success of Scouting is dependent upon what happens to the boys in the Patrol and Troop. It is dependent upon the leadership of the individual Scoutmaster.

To enable Scoutmasters to be more effective in their leadership, this book has been developed out of the experience of thousands and thousands of Scout Leaders in all parts of the country. Our Scout Program is a growing thing. It is a live and vital thing. Therefore, it is necessary that we rewrite from time to time the text books, if you please, that interpret Scouting. This is the third *Handbook for Scoutmasters*. In accordance with our custom, it is presented to the field only after a very painstaking and thorough procedure to make sure that it does represent the most effective practices in use today. This book has not been written quickly. It has been in the process of development over a period of several years. As has been the case in all our Manuals, including our very first *Handbook for Boys*, after the manuscript had been reviewed by many persons in the National Office and in the field, we sent it out in galley proof to a large list of Scoutmasters, Scout Executives and others qualified to advise. We received many fine suggestions which have been incorporated in this book. I feel that now it is a publication which will effectively meet the needs of our thousands of Scoutmasters who are carrying on the Scout Program in Troops and Patrols.

May I make this plea in all earnestness to all those

of you who will use this book—that you keep in mind that Scouting itself is very simple. It will greatly help if you look upon the organization and machinery of Scouting as only a means to an end. Scouting is a simple, joyous game based on certain fundamentals. Therefore, don't be overconcerned with the technicalities of Scouting overhead organization. After all, their only purpose is to make it possible for you to do your job as a Scoutmaster. Don't be overconcerned about all the different phases of the Scout Program which are optional. We must place emphasis on the simple fundamentals, the Scout Oath, the Scout Law, those things which are essential in building up the spirit and the character of the boy. After all, our primary concern must be the outcomes that follow from the experiences which a boy has in his participation in the Troop because of the leadership of the Scoutmaster. Will the boy, as a man, have the attitude of mind that insures the unselfish desire to cooperate and to serve as a socially-minded participating citizen?

This is the job of the Scoutmaster. Scouting can be effective with boys only as it is made effective by each individual Scoutmaster in his own Troop or Tribe or Neighborhood Patrol with his own Scouts.

James E. West

*Chief Scout Executive and
Editor of BOYS' LIFE*

PRESENTATION NOTE

The Editorial Board takes great satisfaction in presenting this third completely new edition of the *Handbook for Scoutmasters*, a practical guide to boy leadership.

While this book has been written primarily for Scoutmasters, it will be of interest and service to many others holding positions of responsibility in the Boy Scouts of America. The manuscript was written and research conducted by Mr. William Hillcourt, Assistant to the Director of Publications. As has been customary in producing all Scout literature, this book represents the work of many persons based upon actual experience over a period of years.

The Chief Scout Executive, Dr. James E. West, has been closely related to the project from its inception and has contributed many suggestions and actively participated in the development of the book.

Under the leadership of Mr. E. Urner Goodman, Director of the Program Division, assisted by Mr. Chester B. Eaton, the members of the staff of the Division of Program and indeed the other Divisional Directors and staff members, many Scout Commissioners, Scout Executives and a large number of Scoutmasters have contributed as critics of the various chapters as developed in manuscript form. Nearly every member of the Home Office Staff has had a part in the development of this book.

Following the procedure that was established in the very first *Handbook for Boys*, galley proofs were sent to a wide list of Scout workers for suggestions which were carefully reviewed and the manuscript revised accordingly.

Mr. E. S. Martin, National Director of Publications,

and the entire staff of the Editorial Service have devoted hours and hours in the detail work involved in reviewing, editing and proof reading. Mr. Remington Schuyler, of the Editorial Service, was the artist and illustrator. We are indebted to Mr. C. S. Martin and Mr. Paul Parker for many of the photographs used as illustrations.

Acknowledgment is hereby made to all those who cooperated in making possible this book in its present form.

We believe that this *Handbook for Scoutmasters* is truly a representative book of the Boy Scouts of America and that it will furnish to Scout Leaders a helpful guide in making their leadership still more effective.

THE EDITORIAL BOARD

WM. D. MURRAY, *Chairman*

JOHN H. FINLEY

ELBERT K. FRETWELL.

February, 1937.

Table of Contents

Volume I

PART I—SCOUTING

Chat 1—The Origin of Scouting	15
The Birth of Scouting, Scouting Around the World, Scouting Comes to America.	
Chat 2—The Game of Scouting	21
The Panorama of Scouting, Scouting as a Game, The Man in the Boy, Scouting in a Nutshell.	
Chat 3—The Elements of Scouting	25
The Boy in Scouting, The Leadership in Scouting, The Activities of Scouting, The Organization of Scouting, The Scout Oath and Law.	
Chat 4—Giving the Boy Scouting	39
We Build on What We Find, The Period of Adolescence, Helping to Build Character, Holding the Boy, Satisfying the Boy's Expectations.	

PART II—EARLY DAYS

Chat 5—Building a New Scout Troop	49
The Impetus for Starting a Troop, The Ground Work, The Actual Start, The Troop's First Month, Registration of the Troop, The Troop's First Hike, The Troop Installation.	
Chat 6—The Rise of the Troop	89
Habits of Right Scout Living, The Troop Finds Itself, Summary of Objectives for a Troop's First Year.	

Chat 7—The New Scoutmaster in an Established Troop	97
Get Training First, Meet with Troop Leaders, Your First Meeting, Study the Troop.	
Chat 8—Organization in Rural Areas	103
The Neighborhood Patrol, Lone Scout- ing, The Lone Scout Tribe, Program- ming for Rural Scouts.	

PART III—LEADERSHIP

Chat 9—Troop Leadership	117
Commissioned Troop Scouters, Ten Essentials of Scoutmastership, War- rant Troop Leaders, Patrol Officefs, Other Troop Officers, Distribution of Leadership.	
Chat 10—The Troop Committee	141
Responsibilities of the Troop Com- mittee, Three Factors of Success, What the Troop Committee May Do, Meetings of the Troop Committee.	

PART IV THE PATROLS IN THE TROOP

Chat 11—The Patrol Method	161
The Gang Becomes the Patrol, De- veloping Leadership, Making the Scoutmaster More Effective, How to Recognize the Patrol Method, The Test of the Patrol Method.	
Chat 12—The Patrols and Their Leaders . . .	171
Formation of the Patrols, The Patrol Leader and His Job, How to Select Patrol Leaders, The Scoutmaster's Most Important Task.	

Chat 13—The Troop Leaders' Council 191

Membership of the Troop Leaders' Council, The Scoutmaster's Part, The Managing Body of the Troop, What the Troop Leaders' Council Does, The Training Ground for the Patrol Leaders, Two Angles of Patrol Leader Training, Activities of the Green Bar Patrol.

Chat 14—The Working of the Patrol Method 209

Patrol Work, Activities of the Patrols, Developing Patrol Spirit, Troop Work, Patrol Cooperation and Competition, The Patrols at Troop Gatherings, Trusting the Boy Leaders, Are the Patrols Patrols?

PART V—THE BOY IN SCOUTING**Chat 15—His Entry 229**

Securing the Boy, Becoming a Scout, The Tenderfoot Requirements, Meeting the Tenderfoot Requirements, Registration, The Tenderfoot Investiture, Transfers and Reinstatements.

Chat 16—His Attendance and Tenure 253

Five Vital Points in Analyzing Attendance, Securing Attendance, Holding the Older Boy, Senior Scouting in the Troop, Recognition of Tenure, Eventually the Gate Must Open.

Chat 17—His Growth 269

"Physically Strong," Medical Examination, Exercise, Health Habits, "Mentally Awake," The Activities Program, The Advancement Program, The Reading Program, "Morally Straight," Your Example, The Right Atmosphere.

PART VI—SPECIAL FEATURES

Chat 18—The Scout Uniform	283
The Why of the Scout Uniform, The Values of the Scout Uniform, What Constitutes the Uniform, Wearing the Scout Uniform, Uniforming the Troop, Badges and Insignia.	
Chat 19—Financing the Troop	311
Values of a Troop Budget System, Establishing the Troop Budget Plan, Keeping the Records, Money Earning Projects.	
Chat 20—Other Features	331
The Troop Meeting Room, Troop Record Keeping, Troop Bulletins and Papers, Troop Publicity, Patrol Recognition Plans, Troop Property, Troop Mobilization, Scout Drill, Story Telling, Singing.	

PART VII—RELATIONSHIPS

Chat 21—Relationships with the Community	379
Scouting and the Home, Scouting and the Schools, Scouting and the Churches, Scouting and the State, The Daily Good Turn, Troop Civic Service, Cooperation of National Organizations.	
Chat 22—The Scout Group: Cubbing, Scouting, and Senior Scouting . .	403
The Troop in the Group, The Long Span Program, Cubbing, The Program and Organization and Leadership of Cubbing, "Going-Up" Into Scouting, Cub Graduation Ceremony, Senior Scouting, Senior Scouting in the Troop, Sea Scouting, Explorer Scouting, Rover Scouting.	

PART VIII—GROWTH OF THE SCOUTMASTER

Chat 23—Scoutmastership Training 431

The Printed Page, Personal Contacts,
Informal Training, Special Training,
Camp Training, Training Awards,
The Five-Year Progressive Training
Program, The Award of the Scout-
master's Key, The Scouter's Key.

PART IX—HISTORY AND POLICIES

Chat 24—History 441

Some Early Pages in the History and
Organization of the Boy Scouts of
America.

Chat 25—Policies 469

Approved Statements of Policies as
Given in the Constitution and By-
Laws of the Boy Scouts of America,
Interpretations of Mooted Points.

Complete Index for Volumes I and II

Condensed Table of Contents

Volume II

PART X—PROGRAM BUILDING

Chat 26—Planning a Balanced Program.

Chat 27—Troop Meetings.

PART XI—OUTDOOR ACTIVITIES

Chat 28—Hiking.

Chat 29—Short Term Camping.

Chat 30—Long Term Camping.

PART XII—ACTIVITIES FEATURES

Chat 31—Games and Contests.

Chat 32—Other Activities.

PART XIII

SCOUTCRAFT ACHIEVEMENTS

Chat 33—The Advancement Program.

Chat 34—Second Class and First Class Advancement.

Chat 35—Second Class Requirements.

Chat 36—First Class Requirements.

Chat 37—The Merit Badge Program—Star, Life and
Eagle Ranks.

Chat 38—Other Achievements.

PART XIV

SENIOR SCOUTING ACTIVITIES

Chat 39—The Senior Scout in the Troop.

Chat 40—The Explorer Patrol in the Troop.

Chat 41—The Sea Scout Patrol in the Troop.

Chat 42—Other Senior Scouting Activities.

EPILOGUE

BIBLIOGRAPHY

Books and Pamphlets of the Boy Scouts of America
and Other Publishers.

Complete Index for Volumes I and II

THE WHAT, WHY AND WHERE OF THIS HANDBOOK

To you, Scoutmasters and leaders of boys, this Handbook is made available. It reflects the experiences of more than twenty-five years of Scouting, the researches of many men, and the practical study of fifteen million boys at play and at work. It fills two volumes.

Two volumes! And yet Scouting is simple. Scouting may be defined in a few words; but Scouting may be lived in a thousand ways. To present as many of these ways as possible—to give you an opportunity to select those methods that will give your boys a full Scouting experience—these have been our aims.

As you open these pages, two questions may concern you:

What is the plan of this book?

How may I use it to best advantage?

These questions—natural questions for a Handbook user to ask—are discussed here so that each of you may be prepared to make the fullest possible use of the helps contained herein.

Purposes of This Handbook

This *Handbook for Scoutmasters* has a two-fold purpose—*first*, to serve as an easy reference book to which you can turn and from which you can get quickly the information you need to meet an immediate situation; and *second*, to serve as a book to be read for inspiration and general guidance in boy leadership.

To the end that both these purposes may be realized, a full Table of Contents and a complete Index appear in each volume.

General Usefulness

All Scoutmasters—whether of Troops, Lone Scout Tribes or Neighborhood Patrols—have been kept in mind throughout the preparation of this material.

By referring to the Index, you can locate material of peculiar interest to your own situation, and in addition you will find throughout the book that programming and activities helps are so varied that your own needs will be served.

Furthermore, although this Handbook is definitely for Scoutmasters and their associates in Troop leadership, it will be a valuable collateral book for all Scouters.

As You Go Forward

Supplementing this Handbook's suggestions and helps with the assistance that is readily available to you from your Local Council—its Scout Executive and the Council's volunteer Scouters such as District and Neighborhood Commissioners and District Committeemen—you will go forward in your program of leading America's youth.

And so, Scouters, in your hands is placed this *Handbook for Scoutmasters*.

It is *YOUR* book. You helped to give it its present form. It is not, by any means, the final word, but merely a finger pointing the way as you guide your Scouts toward the ideals of Scouting—toward finer character and richer citizenship.

William Fillecourt

HANDBOOK FOR SCOUTMASTERS

VOLUME ONE



PART I

SCOUTING

CONTENTS OF PART I

•

PROLOGUE

Page 13

•

CHAT 1

The Origin of Scouting

Page 15

•

CHAT 2

The Game of Scouting

Page 21

•

CHAT 3

The Elements of Scouting

Page 25

•

CHAT 4

Giving the Boy Scouting

Page 39



PROLOGUE

A MIDSHIPMAN once wrote to the British Admiral Fisher: "My dear Admiral: I would like to know how you became the highest officer of our Navy. At one time you were just a midshipman like me. Won't you tell me *HOW* you did it?"

Admiral Fisher, by the same mail, probably got dozens of communications all of far greater importance than the midshipman's. Yet he took the time to write a long letter of reply, closing with the advice:

"My friend, remember this:

"First—get you a vision of the great thing you wish to accomplish;

"Second—get you a plan by which you may accomplish it;

"Third—then go to battle for it and earnestly pray that God may give you victory."

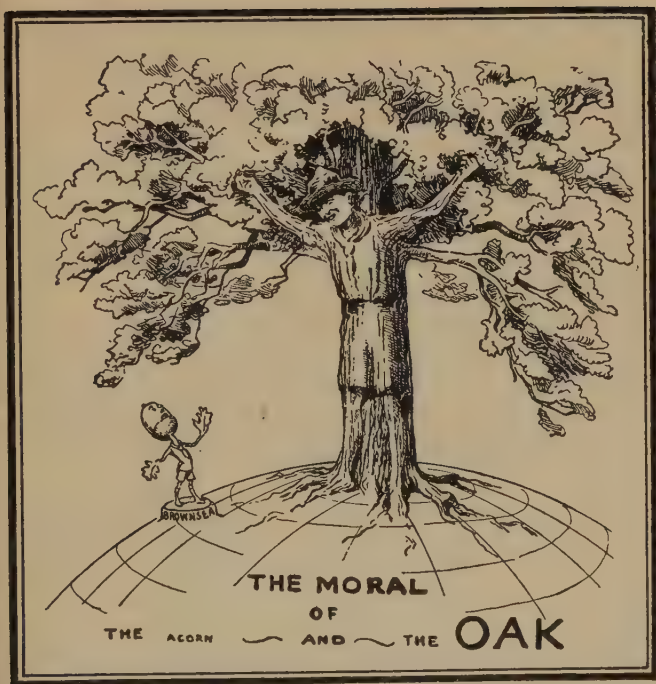
We have that vision: the vision of helping boys grow.

What is more, we have the plan by which we may gain the victory.

The plan is SCOUTING!

What, then, is SCOUTING? How does it work? What are its methods, its program, its organization?

For an adequate understanding of Scouting it is necessary to trace it to its origin, to turn back the clock to the end of the last century.



Drawing by Baden-Powell, Chief Scout of the World.

CHAT 1

THE ORIGIN OF SCOUTING

IT was the year 1899. Trouble was brewing in South Africa. Relations between the British and the Government of the Transvaal Republic had reached the breaking point. War was expected at any time. The British Brevet Colonel, Robert Baden-Powell, who had performed excellent work in Her Majesty's Service in India and Africa, was directed to raise two

regiments of mounted rifles and proceed to Mafeking, a town of great strategic importance in the heart of South Africa. "Who holds Mafeking holds the reins of South Africa" was a saying among the natives which proved to be true.

For 217 days—from October 13, 1899—Baden-Powell held Mafeking in a seige, against overwhelming numbers of the enemy, until the relief forces under Lord Roberts finally fought their way to his help on the eighteenth day of May, 1900.

Great Britain had been holding its breath through these long months. When finally the news came: "Mafeking has been relieved" it went mad with jubilation. And Baden-Powell awoke from the nightmare of the siege to find himself a hero in the eyes of the world.

It was as a hero of men and boys that he returned to England from South Africa—like Lindbergh coming home from France after his feat twenty-six years later—to be showered with honors, and to discover to his amazement that his personal popularity had given popularity to his technical book for army training, "Aids to Scouting." It was being used as a textbook in numerous boys' schools.

B.-P. saw a great challenge in this. He realized that here was his opportunity to help the boys of his country to grow into strong manhood. If a book for men on scouting practices—woodcraft, pioneering, camping—could appeal to boys and inspire them, how much more would a book written for the boys themselves! He immediately set to work. He adapted his own boyhood adventures, his experiences in India, and in Africa among the Zulus and other savage tribes. He mobilized a special library of books and read and read of the training of boys through all ages

—from the Spartan boys, the ancient British, the Bushido of Japan, to our own day. He learned and read about Ernest Thompson Seton's *Woodcraft Indians* and about Dan Beard's *Boy Pioneers*, or *Sons of Daniel Boone*, and benefited from the work of these well-known authors and outdoorsmen in behalf of boys.

The Birth of Scouting

Slowly and carefully B.-P. developed the Scouting idea. He wanted to be sure that it would work, so in the summer of 1907 he took a group of boys with him to Brownsea Island in the English Channel for the first Boy Scout camp the world had ever seen.

And then, in the early months of 1908, he brought out in six fortnightly parts his handbook of training, "*Scouting for Boys*," without dreaming that this book would set in motion a Movement which was to affect the boyhood of the entire world.

It had hardly started to appear in the book shops before Scout Patrols and Troops began to spring up. The Movement grew and grew to such dimensions that B.-P. resigned from the army and embarked upon his "second life," as he calls it—his life of service to the world through Scouting.

Scouting Around the World

In 1912 he set out on a trip around the world, visiting the United States. This was the earliest beginning of Scouting as a World Brotherhood. The war came and stopped this work for a while, but with the end of hostilities it was resumed, and in 1920 the Scouts from every part of our globe met in London for the first International Scout gathering, the First

World Jamboree, at which B.-P. was enthusiastically acclaimed "Chief Scout of the World."

The Movement was growing rapidly. The day it reached its twenty-first birthday and thus came "of age," it had mounted to more than two million members in practically all civilized countries of the earth. At that occasion B.-P. was honored by his king, George V, by being created a baron under the name of Lord Baden-Powell of Gilwell. Yet to every Scout he is and always will remain "B.-P.," Chief Scout of the World.

Scouting Comes to America

It is of great significance that the incident that caused Scouting to be organized nationally in the United States was the active performance of one of the precepts of the Movement—the Daily Good Turn—by a small unknown London boy.

It was in the fall of 1909 when the Chicago publisher, William D. Boyce, was seeking a certain location in the congested part of London, that a lad approached him, saluted and asked if he might be of aid. Boyce accepted his service and upon reaching his destination offered the boy a shilling. The boy courteously refused the money by saluting and saying: "No, thank you, sir! Sorry, sir! I am a Scout. And a Scout never takes anything for being helpful!"

Boyce inquired as to what he meant, and the boy, expressing astonishment that everyone did not know of Baden-Powell's Boy Scouts, asked permission to take him to the headquarters of the British Boy Scout Association. What he learned of Scouting impressed Boyce so much that he secured and brought with him to America all available literature on the subject and proceeded to take steps for the subsequent incorpora-



Scouting opens up the mysteries of the woods and fields. Scouts discover small animals lurking in the shadows.

tion of the Boy Scouts of America, which was effected on February 8, 1910.

Immediately Scouting caught on like wild fire. Thousands of boys became Scouts and set out on the

trail of advancement and of service to others. Many outstanding Americans gave the new born Movement their enthusiastic support and active interest.

President Taft became its first Honorary President—a position which has been taken ever since by each incoming President of the United States. Theodore Roosevelt became Chief Scout Citizen; Gifford Pinchot, Chief Scout Woodsman, and Ernest Thompson Seton, Chief Scout. Daniel Carter Beard, Adjutant-General William Verbeck and Colonel Peter S. Bokus were elected National Scout Commissioners. Colin H. Livingstone became the first President of the Boy Scouts of America, and James E. West, the Chief Scout Executive.

The first Executive Board of the Organization was composed of the following men: W. D. Boyce, Wm. D. Murray, Colin H. Livingstone, George D. Pratt, Frank Presbrey, Mortimer L. Schiff, Seth S. Terry, Lucien T. Warner, Lee F. Hanmer, E. M. Robinson, and the following ex-officio members: Daniel Carter Beard, Ernest Thompson Seton, Adjutant-General William Verbeck, and Colonel Peter S. Bokus.

Under the leadership of such men the Movement went forward, on its phenomenal growth.



CHAT 2

THE GAME OF SCOUTING

SINCE the day of the founding of the Boy Scouts of America in 1910 more than seven million boys and men of our country have been Scouts.

Why? Because the boys wanted it!

Because the founder of the Scout Movement had the genius to outline for youth the picture of the ideal boy, a picture which appealed to the imagination and captured the hearts of boyhood around the world.

The Panorama of Scouting

To an outsider, Scouting must at first appear to be a very complex matter. If it were only possible to swing

the gates of Scouting wide open to him and show him from a vantage point in one immense view the full panorama of the Scout Movement! Under the open sky he would see gathered hundreds of thousands of wide awake, red-blooded boys, busily occupied with self-appointed tasks, practices expected and required of real Scouts, ranging from the sending of signals with flags from hill-top to hill-top, to lighting a fire by primitive means—all living, breathing, absorbing Scouting.

The boys swarm around him, and as one of them runs by he asks him: "Tell me, what is Scouting?"

As the boy passes, his smile and his answer come back: "Scouting is *fun!*"

He bends over a boy who seems to have forgotten his surroundings, completely absorbed in preparing a simple outdoor meal, and asks the same question.

And the boy answers as he looks up wonderingly: "Scouting is *adventure!*"

A bunch of Scouts, led by one of their number, comes running and, as they draw near, their answer sings out: "Scouting is *comradeship!*"

Thus the boys define their own activity, their game. And GAME—that is the word.

Scouting As a Game

To a boy *Scouting is a game*, a magnificent game, full of play and full of laughter, keeping him busy, keeping him *happy*.

That is the strength of Scouting! A boy becomes a Scout for the sheer fun there is in it.

The *action* in Scouting appeals to the boy's impulse to be doing something. The meetings, hikes and camps are essentially periods of activity. Even the code of Scout conduct is presented to him in terms of action—



Resting on an old rail fence these four Scouts are enjoying themselves. Comradeship and fun are by-products of a hike.

"Be Prepared," "Do a Good Turn Daily." In fact, the basic principle in Scouting is "Learning by *Doing*." There is nothing negative in it. There is no "Go up in the attic and see what Johnny is doing and tell him he mustn't!" There are no "Don'ts." Scouting does not say "Don't rob birds' nests," but "Find out about birds." It does not say "Don't cut down trees," but instead "Help save the trees." That is talking boy language—stimulating, not prohibiting.

There is *adventure* in Scouting. There is adventure in tackling a job alone—all by oneself, or with the gang. There is adventure in finding Good Turns to do every day. There is adventure in pioneering, exploring, out-door living.

There is *companionship* and *fellowship* in the Pa-

trol, the natural unit in Scouting. There is always present an *urge to achieve*. A harder task, a higher rank always looms ahead; there is distinction to be gained.

The Man in the Boy

As Dean James E. Russell, the educator, says: "To the boy who will give himself to it, there is plenty of work that looks like play, standards of excellence which he can appreciate, rules of conduct which he must obey, positions of responsibility which he may occupy as soon as he qualifies himself—in a word, a program that appeals to a boy's instincts, and a method adapted to a boy's nature."

And he continues: "Every task in Scouting is a man's job cut down to a boy's size. The appeal to a boy's interest is not primarily because he is a boy, but particularly because he wants to be a man. Each one of these tasks holds the boy, not only because he is a boy and likes to do them, but also because they are tasks which grown men find useful. It is the man in the boy that is emphasized, and the type of manhood idealized is that which strives to stand for the right against the wrong, for truth against falsehood, to help the weak and oppressed, and to love and seek the best things of life."

Scouting in a Nutshell

Here, then, is Scouting in a nutshell: *A game for boys under the leadership of boys with the wise guidance and counsel of a grown-up who has still the enthusiasm of youth in him. A purposeful game, but a game just the same, a game that develops character by practice, that trains for citizenship—through experience in the out-of-doors.*



CHAT 3

THE ELEMENTS OF SCOUTING

CHARACTER and citizenship—these are our aims. But they are not peculiar to Scouting alone. So what *are* the essential elements which contrast Scouting with any other program for boys?

The answer is best provided in the words of the Chief Scout Executive, Dr. James E. West, who for more than a quarter of a century has guided the destinies of the Boy Scouts of America:

I. The Boy in Scouting

“In the majority of other programs for boys, the boy is treated as simply a member of a group. In Scouting each boy is treated as *an individual*.

ESSENTIAL ELEMENTS IN THE PROGRAM OF SCOUTING

- | | | | |
|----------------------------------|--|---|--|
| 1. The Boy | Individual
Patrol
Troop | } | In Uniform |
| 2. Leadership | Trained Volunteer— | | In Uniform |
| 3. Activity | The Scout Motto: “Be Prepared” | | Achievement with Recognition |
| 4. Organization . . | Institutional
Local
Regional
National | } | With Trained
Professional
Leadership |
| 5. Scout Oath
and Law | Ideals of Service | | |

The Boy As an Individual

“In Scouting we insist that character building can be accomplished only after a study of each individual boy and his needs. It cannot be accomplished by placing the boy in the group and having him participate in mass activities—on the contrary, that is only the start. Each boy is encouraged to absorb in *his* life the ideals of Scouting, to learn for himself the particular skills of a Scout. The Program of Scouting does not consist of a meeting a week of a group of boys, but of things to *do* and things to *be*, which, if properly promoted and administered by a wise leader, may influence every waking hour of the boy’s life, whether at home or in school or on the playground, whether alone or with others.

"Scouting caters to the capacities of each individual boy. The slow has as much chance for a full Scout life as the quick. The less gifted boy has as much chance of achieving — within his capacities — as the gifted boy. Thus every individual is aided in his growth toward becoming a happy, healthy, helpful citizen.

The Boy As a Member of His Gang, His Patrol

"Boys want to be a vital part of a gang—their own gang, under their own leadership.

"Part of the genius of Scouting is that it has recognized this. The boy as he enters the Movement is accepted by fellow Scouts into a true boys' gang, the Scout Patrol. The members of the Patrol, under the leadership of a boy as Patrol Leader, are all—if wisely led—keenly alert for the things which are for the common good and ever watchful as to the welfare and well-being of each boy in the Patrol. The Patrol provides a peculiar leverage for making effective the ideals of Scouting, without preachment, merely through cooperative helpfulness on the part of one member toward another. It is a matter of 'All for one, one for all,' which spurs on each boy as he works with his fellow members toward reaching the goals of advancement and accomplishment which the Patrol as a whole has set itself.

The Boy As a Member of the Troop

"Several Patrols form the Troop, under the leadership and guidance of an adult Scoutmaster. The Troop gives impetus and purpose to the work of the Patrols, provides supervision and coordination. The Troop be-

longs to its Scouts. Each boy, through his Patrol Leader, influences the program and the activities of the Troop; each boy has a chance to participate actively in its leadership.

“But also through the adult leadership of the Troop, the boy associates with a man—or men—of high character and thus has placed before him a standard he may aim toward attaining.

The Boy and His Uniform

“In Scouting the boy is provided with the opportunity, indeed almost the responsibility—although it is not a requirement—to wear a distinctive and distinguishing Uniform. This Uniform, with its broad-brimmed hat, its gay neckerchief, its khaki shirt and shorts, becomes a real influence to its wearer and greatly stimulates the Scouting spirit. It gives an opportunity for the wise leader to create a definite consciousness in the mind and heart of each boy that he ‘belongs,’ that he is truly a member of the Patrol and the Troop and a part of a large national organization and a great World Brotherhood. The Uniform not only provides the physical outward appearance of equality, but also the inward consciousness on the part of the boy that, no matter what his home conditions may be, he is on the same level with the other Scouts. It fosters true democracy within the Troop.

“The Uniform is definitely a part of the romance of Scouting.

II. The Leadership in Scouting

“To make Scouting effective, leadership, strong, purposeful, is an absolute essential.



Footprints in the snow. Small animals passed this way and left their marks. Scouts study them with their Scoutmaster.

Trained Volunteers

"From the earliest days of Scouting it has been recognized that the only leadership that could accomplish the aims for which we strive was that given *voluntarily* by men who see in Scouting a real opportunity to help boys, and help their fellow men, by promoting wholeheartedly the features of its program. The volunteer who is enthusiastic about Scout achievements will cause his boys to achieve. The Scoutmaster who is enthusiastic about wearing his Uniform—even when it is inconvenient—will encourage his boys to wear theirs.

"Therefore it is insisted that leadership positions in Scouting, directly related to boys, be held by men who have volunteered their service—men who, be-

cause of their interest in boys and their enthusiasm for those principles and activities which constitute the program of Scouting, find therein a fascinating and constructive hobby.

"But mere willingness on the part of men to step in as Scoutmasters is not in itself sufficient. The most able volunteer recognizes that he needs help. He avails himself of opportunities for training and thereby increases constantly his effectiveness.

Wearing the Uniform

"Also, the most able Scoutmaster realizes the importance of the Scout Uniform—his own wearing of the Uniform—in his work with the boys. It adds to the boys' respect for him, it establishes him as a leader of future men in the community, and it contributes very materially to the spirit and morale of the Troop.

III. The Activities of Scouting

"But, naturally, when you bring boys together under adult leadership, something must happen.

"What does happen in Scouting? Plenty!

"The very word 'Scouting' with its tang of the out-of-doors suggests its activities of hiking and camping. 'By the term Scouting,' explains Baden-Powell, 'is meant the work and attributes of backwoodsmen, explorers and frontiersmen.' Many of the attributes are implicit in the Scout Law, while the work and the dexterities called for are promoted through out-door living involving the Scout Requirements, of which the Chief Scout says: 'The Requirements for First Class Scouts were laid down with the idea that a boy who proved himself equipped to that extent might reasonably be considered as grounded in the qualities which

go to make a good, manly citizen.' *The activities implied in the Scout Requirements are the activities of Scouting.*

"The founder of the Scout Movement knew well what he was doing when he chose these particular subjects as the basis of a boy's Scout life. He knew they would fascinate the boy; that all sorts of doings could be built upon them—hiking through the woods or over the mountains, camping primitively in the wilderness, games and stories around the camp fire, projects, handicrafts, stunts, and hours of leisurely stalking and trailing. So, since hiking and camping and related activities—and preparation for them—are the natural program of Scouting, the natural theatre for Scouting is the out-of-doors where these activities can be most enjoyed.

"Be Prepared"

"Scan the list: Knot-tying for pioneering work. Tracking, signaling, nature lore to bring out the powers of observation. Dexterity with axe and knife, knowledge of fire building and cooking to develop the camper. Compass reading, judging, map making, fourteen-mile hiking for the explorer. Scout's Pace and swimming. All of these help the boy to become strong and self-reliant—and *prepare him to help others.*

"For 'helping himself' is only a part of the picture; 'helping others' is the rest. It is in the Oath and Law, it is in First Aid and Safety, it is in Thrift—'so that he may be generous to those in need'—it is in loyalty to The Flag and to all for which it stands.

"*'Be Prepared'* is the motto of Scouts. The Requirements are so designed that by meeting them a boy will be truly prepared to be helpful to others—to render service as a Scout.

Achievement with Recognition

“And then, as the boy masters the skills of a Scout, his *achievement is recognized*. He qualifies as a Tenderfoot, as a Second Class Scout, as a First Class Scout. He continues his climb toward the ranks of Star, Life and Eagle Scout. And all the way every effort is made by the Scoutmaster to promote this advancement and have it carried through in such a manner that it will contribute to the character growth of the individual. To this end the Scouting standards must be kept high.

IV. The Organization of Scouting

“To help the Scoutmaster and to ensure that the standards of Scouting practices and Scout Advancement be upheld, organization is necessary. To have the boy meet his Requirements under conditions where he and the other boys respect them requires organization.

Institutional Organization

“The first step of Scouting organization is on an institutional basis. An institution adopts the Scout Program as a part of its scheme of work with boys, forms a Troop Committee and organizes a Scout Troop under a charter from the Boy Scouts of America. The Troop Committee has the responsibility of preserving the traditions and idealism of the Scout Movement and of the parent institution, and of stimulating the Scoutmaster and aiding him in his work.

Local Organization

“To establish the Institutional Organization, direction must be given. This work and the subsequent servicing of each Troop, is done by the Local Council



As a Scout pushes out into the wilderness his camping ability keeps pace. He learns the How of outdoor living and becomes self-reliant.

Organization, which is charged also with the responsibility of conducting Courts of Honor, for the purpose of reviewing Requirements and awarding Badges of Advancement on a high plane of effectiveness.

Regional Organization

“The Local Council, in turn, does not create itself, but operates under a charter from the National Council of the Boy Scouts of America. Each Local Council is developed and supervised by a Regional Organization, which stimulates it to better planning, greater achievements. Twelve Regional Organizations throughout the country—field offices, so to speak, of the National Council—perform this important function through their Regional Staffs.

National Organization

“The Regional Organization, as indicated, is a part of the National Organization, which has the authority to determine whether Councils are qualified to be chartered for service to boys through Scouting, which promotes Scouting on a National basis, develops and presents the National goals and guides its constituents toward the accomplishment of these goals.

International Organization

“And then, the Boy Scouts of America and the national organizations of all the Scout countries around the globe have consolidated themselves into an International Organization—the International Bureau—for inspiration, for service, and for the fostering of World Brotherhood in the growing generation.

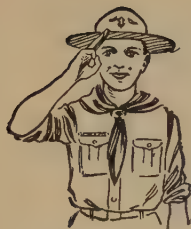
V. The Scout Oath and Law

“And finally, as the fifth essential element and the most important of all, we have the Scout Oath and Law and the Scout ideals of service.

“The Scout Law is the foundation upon which the whole Scout Movement rests. By committing himself to the Scout Oath the boy promises to live up to this Law with its ideals of self-development and service to others. It is the fulfillment of this promise that makes a boy a true Scout.

“In the Scout Law is expressed the goal toward which he will be striving in an effort to become a man of strong character, courteous and helpful to those who need this aid, a man who can be trusted.

“The genius of Scouting is most evident in the Law of the Movement. It was based upon the codes of old,



THE SCOUT SALUTE

HOW GIVEN. The Scout Salute is given with the right hand when the hat is either on or off. The salute is the same except in one case the fingers touch the brim of the hat—in the other case, they touch the forehead just above the right eye.



transformed into a positive, living ideal for the modern boy, devised as a *guide to his actions rather than as repressive of his faults*. That is what makes the Scout Law outstanding.

“Most other laws start out with a ‘Do’ or a ‘Don’t,’ with a ‘you must’ or ‘you mustn’t’—they are either commanding or prohibiting, prescribing punishments for their breach.

“Not so the Scout Law. It is a statement of *facts*, of what is expected of a Scout. ‘A Scout **IS** Trustworthy, Loyal, Helpful . . .’

“By keeping this inspiring guide before each individual boy from the minute he is received into Scouting at an appropriate investiture ceremony, and by placing him in life situations in which he may exer-

THE SCOUT OATH

On my honor, I will do my best—

1. To do my duty to God and my Country, and to obey the Scout Law;
2. To help other people at all times;
3. To keep myself physically strong, mentally awake, and morally straight.

THE SCOUT LAW

1. A Scout is trustworthy.

A Scout's honor is to be trusted. If he were to violate his honor by telling a lie, or by cheating, or by not doing exactly a given task, when trusted on his honor, he may be directed to hand over his Scout Badge.

2. A Scout is loyal.

He is loyal to all to whom loyalty is due—his Scout leader, his home, and parents and country.

3. A Scout is helpful.

He must be prepared at any time to save life, help injured persons, and share the home duties. He must do at least one "Good Turn" to somebody every day.

4. A Scout is friendly.

He is a friend to all and a brother to every other Scout.

5. A Scout is courteous.

He is polite to all, especially to women, children, old people, and the weak and helpless. He must not take pay for being helpful or courteous.

6. A Scout is kind.

He is a friend to animals. He will not kill nor hurt any living creature needlessly, but will strive to save and protect all harmless life.

7. A Scout is obedient.

He obeys his parents, Scoutmaster, Patrol Leader, and all other duly constituted authorities.

8. A Scout is cheerful.

He smiles whenever he can. His obedience to orders is prompt and cheery. He never shirks nor grumbles at hardships.

9. A Scout is thrifty.

He does not wantonly destroy property. He works faithfully, wastes nothing, and makes the best use of his opportunities. He saves his money so that he may pay his own way, be generous to those in need and helpful to worthy objects.

He may work for pay, but must not receive tips for courtesies or "Good Turns."

10. A Scout is brave.

He has the courage to face danger in spite of fear, and to stand up for the right against the coaxings of friends or the jeers or threats of enemies, and defeat does not down him.

11. A Scout is clean.

He keeps clean in body and thought, stands for clean speech, clean sports, clean habits, and travels with a clean crowd.

12. A Scout is reverent.

He is reverent toward God. He is faithful in his religious duties, and respects the convictions of others in matters of custom and religion.

cise his loyalty to the Scout Ideals, the wise Scoutmaster, the Scoutmaster of imagination and vision, is able to instill into each individual boy a desire to help others, and a yearning to do his utmost to keep himself 'physically strong, mentally awake and morally straight.'

"The entire Scout Law and the Scout Oath loom large in affecting the boy's whole attitude toward life and influencing his daily conduct. It is by aiding him to keep that Oath and to live that Law that we shall most surely reach our goal of fashioning his character and preparing him for participating citizenship."



CHAT 4

GIVING THE BOY SCOUTING

WHO is this boy about whom we are talking? And what is he?*

To the little lad next door he is a hero. To his buddy, he is a “good guy”—to his mother, a lovable mystery—to his teacher, a problem—to his sister, maybe a pest—to the average man, a dimly remembered past—to you and me, a “complicated bundle of contradictions,” needing our guidance.

Oh, that we all could remember back to our own 'teens, recalling what we liked and disliked, how we

*Adapted from J. Harold Williams.

felt and acted. For it is only as we understand boy nature that we shall be able to lead boys. We have no excuse, no right to touch a boy's life—much less to attempt to guide him—unless we try our best to know him and the many desires and impulses which drive him on.

We Build on What We Find

It is upon what the boy brings to us, what he is and what he wants, that we must build what we hope him to be—what he in his heart of hearts wants to be.

He comes to us with certain tendencies, wants and desires all his own, part of his nature as a boy. They are there, surging within him, affecting his behavior and his outlooks and challenging us to make use of them.

He is a thing of action. He is busy; he is doing things. He craves movement, activity, fun.

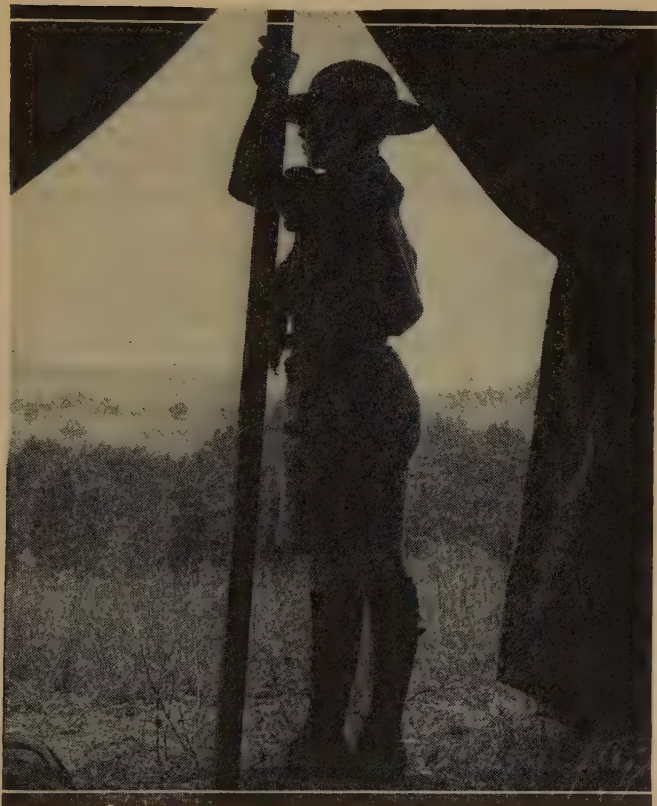
He wants companionship and fellowship. He wants to "belong," to be of the gang and *with* the gang.

He seeks adventure. The venturesome, the hazardous, the mysterious appeal to him. For him, there is romance still left in the world.

He is anxious to get ahead—to achieve things he considers worth achieving, to assume responsibilities, to overcome obstacles and difficulties in the way of his achievement. He desires distinction among his fellows and he hopes to be a leader among them. He likes rivalry and competition.

He wants to "know." His thirst for knowledge is unquenchable and his "whys" and "hows" and "wherefores" interminable.

He practices hero-worship and is not ashamed to imitate the things he admires in those he looks up to.



The misty dawn breaks. The Scout, trained and ready, steps into the wonder-filled nature world. Here he grows into manhood.

The Period of Adolescence

But also he is with us usually during the period of adolescence, bringing with it rapid physical expansion and the growing discoveries that girls are attractive and that younger boys are just "kids."

He is altogether pretty much a creature of a multitude of impulses, conducting himself as they urge him. He wants to do what he wants to do, and the things he wants to do are largely determined by these natural boy tendencies. The traits of trustworthiness, helpfulness, team-play and the like which we consider so necessary to successful social living are still largely undeveloped.

There he is: *The Boy*.

We must take him as we find him, this tousled-haired, noisy, fun-loving, vigorous follower of our footsteps, and with his inborn and acquired characteristics as our aides and allies, help him to grow into a *man*, help him to build into his character those traits that are desirable for good citizenship.

Helping to Build Character

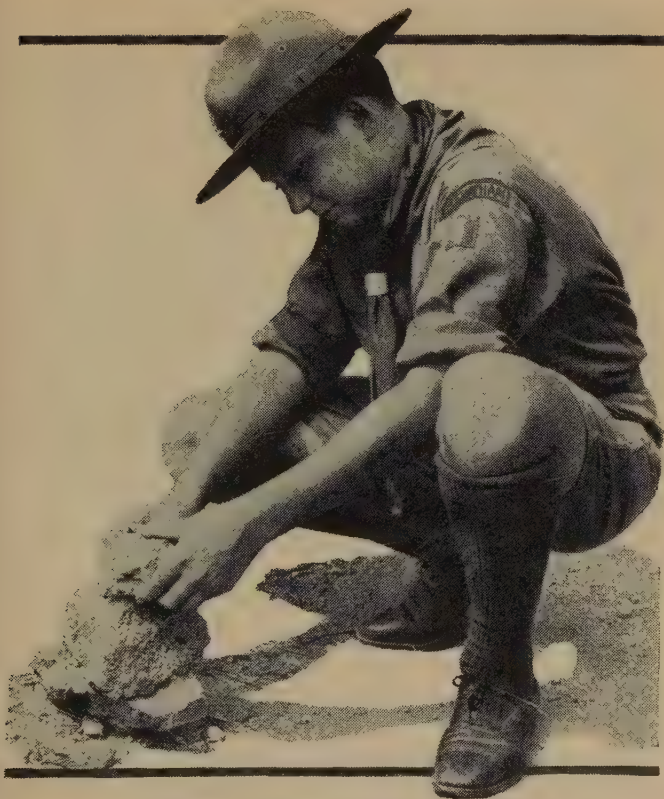
But character is an intangible thing. How then may we help to build it?

By concerning ourselves with the conduct of the boy and his attitude of mind in the hope that he may build for himself a character of the right kind.

As Kilpatrick, the famous educator, says: If a boy is to build anything into his character, he must practice that thing.

"If you wish this boy to build a sense of fairness, you can talk about it all day long and forever—his father may punish him—his teacher may scold him. But until that boy practices fairness, inside and out, he will never learn it. *He cannot learn what he does not practice*. You cannot learn to play baseball unless you practice baseball!"

To help the boy most we must in some way so get hold of him that he puts heart and soul into what he does—the secret of "Learning by Doing"—we must



Stone on stone, Scouting builds character. Like trail marks, they remain to point the way to others who follow.

strive to bring out the finest and best there is in him, we must get him to practice those desirable traits that they may become traits of his conduct as a boy and so form his character as a man; we must constantly place him in life situations which will provide such practice.

Holding the Boy

But we cannot fashion a boy's character overnight. To reach our aims we must attract the boy and continue his interest for a time sufficiently long to develop in him those traits and habits of conduct which make for character and citizenship.

To attract him isn't difficult. But to hold him—"Ay, there's the rub," as Shakespeare would say.

And yet on the day he enters Scouting he himself places in our hands the means of keeping him—his interest. In the very fact that he joins we have the key to holding him.

He wants to become a Scout because for some reason or other his interest has been awakened and must be satisfied. He advances because his interest in the subjects makes him want to master them. And when his interest dies—he drops out.

The boy's interest—that's the key to holding him.

Interest in what? Certainly not in our aims, certainly not in character building and citizenship training. He does not argue in his own mind—unless he be abnormal—that he is coming along to Troop meeting week after week to have his character developed or to learn how to become a good citizen. His first thought is the fun he is going to have. His interest is in the "goings-on." He comes into the Troop with great anticipations and big hopes, and only as we see eye to eye with him on Scouting, only as we get a personal vision of Scouting from HIS point of view, can we fulfill those hopes and thereby hold him.

Satisfying the Boy's Expectations

And for what does the boy hope? What does he expect?

He expects adventure—HIGH ADVENTURE—in



Activities—inventing and building. Learning by doing the very things they want to do. A temporary shelter for the night.

Scouting! That is what he comes for—that is his all-absorbing interest—and that is what we must give him.

“Did it ever occur to you,” asks Dan Beard in one of his books, “that the charm, the magic, the fascination of the Boy Scout Movement itself is largely due to the name *Scout* and what it means to a boy?” And he answers his own question, “No wonder they are proud of the title, for even to see the word in print, or to hear it pronounced, opens one’s mind to a land teeming with picturesqueness, crammed with real thrilling adventure and permeated with real chivalry and heroic valour.”

The word opens up to a boy the vista of open spaces, woods, rivers, lakes, mountains, which are to be his

habitat and where he may find his highest joy. He sees himself as a frontiersman, an explorer. He sees in Scouting the means of becoming one.

And so he joins with enthusiasm. *Our responsibility is to see that his enthusiasm is kept burning.* It is within our power and it is the only way in which we can keep him.

"Sometimes we are tempted to think," says Gilcraft, "that, because perhaps our Scouting has to be done in a big town, there can be little chance for romance. The truth is exactly the opposite. The duller the surroundings of ordinary life, the more romantic does the outside world appear. This applies with greater force to boys than to grown-ups. It is so easy to forget that a few yards off his accustomed beat lies an unknown land for every boy. Most boys know their immediate neighborhoods in a patchy way; all that is beyond is 'lost beyond the ranges,' and for them it is just as much an adventure to go outside their usual orbit and make discoveries for themselves as it is for a grown-up to explore foreign lands."

So let us not be fearful that we may not be able to provide the romance. Thousands of other busy men, serving also as Scoutmasters, are giving to *their* Scouts the experiences they want. Let *us*, then, make use of our imagination. Let *us* listen to the boys' own suggestions. Let *us* use the ideas of others (the following pages will provide many)—and by our efforts we shall see the boy as, in his own eyes, he grows into a young Daniel Boone, or Kit Carson, and, in ours, into a real Scout with a strong character—a true American citizen.



PART II

EARLY DAYS

CONTENTS OF PART II

•

CHAT 5
Building a New Scout Troop
Page 49

•

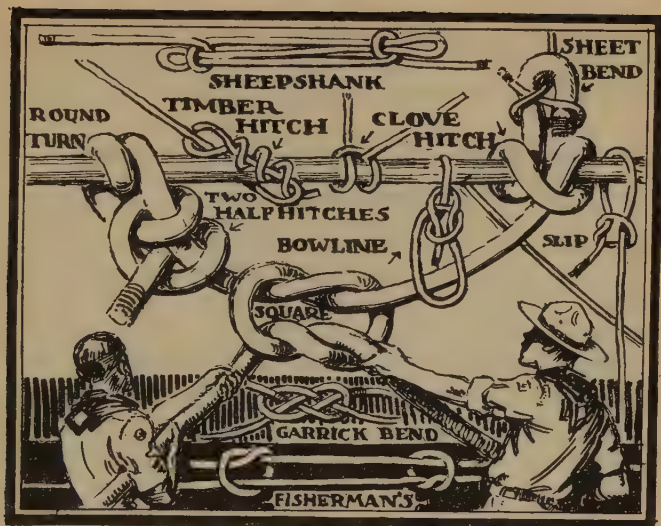
CHAT 6
The Rise of the Troop
Page 89

•

CHAT 7
The New Scoutmaster in
an Established Troop
Page 97

•

CHAT 8
Organization in Rural Areas
Page 103



CHAT 5

BUILDING A NEW SCOUT TROOP

AND now, we are ready to consider that auspicious occasion: the starting of the Scout Troop.

With an understanding of the principles of Scouting, the fundamental set-up and the program material, the forming of a Troop might be considered comparatively simple. It is. And yet there is much ground work to be done before any permanent Troop can be established.

And permanency is necessary—for the sake of the boys.

They must not be disappointed.

Practical experience in launching healthy new Troops has established a sound procedure which

should be followed, a procedure which divides itself naturally into three parts: The impetus, the ground work, the actual start.

THE IMPETUS FOR STARTING A TROOP

An impetus, strong and burning, *a great desire for the establishment of a Troop is of prime importance for its successful beginning.* Without such zeal—fervor, if you prefer—no Troop should ever be attempted. A Troop should never be started as a matter of routine. Someone *must* care—tremendously.

This original impetus—the spark that touches off the conflagration, so to speak—may originate from many sources:

1. An institution—church, school, men's club, boys' club, or other local association—may wish to use the Scout Program in its scheme of boys' work.
2. The Local Boy Scout Council may decide to encourage the formation of a new Troop in a particular location.
3. A group of citizens—the parents, possibly, of prospective Scouts—may have found that the boys of their community need the influence of Scouting.
4. An old Troop with a waiting list of boys, a superabundance of energy and available leaders may get the vision of "fatherhood" and establish an "offspring," "a chip off the old block."
5. A group of boys may become enthusiastic about Scouting and want to form a Troop.
6. A man who sees the citizen-building opportunities in Scouting may desire to become a Scoutmaster to serve as many boys as he can reach.



They once were boys, these Troop Committeemen who help the Scoutmaster in many ways as the Troop moves forward.

THE GROUND WORK

With the enthusiasm at fever heat the ground work for the future Troop gets under way. Where the impetus for the new Troop originates with the prospective Scoutmaster himself, as in the last instance just cited above, he will be intimately related to every phase of the organization procedure. In the more usual situation, however, the impetus will originate elsewhere, and the Scoutmaster will enter the picture after some of the groundwork has been established.

But recognizing that all Scoutmasters should be acquainted with the necessary steps in developing a sound new Troop, the full procedure is included here very briefly.

The Sponsoring Institution

Except where the impetus itself comes from an interested institution, as in the first instance above, the first step is to transmit this enthusiasm to an institution whose members as a body are willing to take upon themselves the sponsorship of the Troop and to pledge themselves to its support.

Occasionally where no institution is available for sponsorship, a group of citizens may sponsor a Troop without institutional backing. This occurs in rural communities where no one social center has enough boys to form a Troop. In this case a "Community Troop" is formed, sponsored by a group of responsible citizens, including representatives of the religious, educational, civic, and business life of the community.

The Sponsoring Institution, in accepting a charter for its Troop, obligates itself to provide adequate facilities, supervision, leadership and opportunities for the boys under its care for a healthy Scout life. This permanent foundation is absolutely essential for a successful Troop.

The Troop Committee

To carry out this obligation adequately, the institution or group appoints a Troop Committee — from influential, active members of the sponsoring group, preferably fathers of prospective Scouts and men especially interested in boys.

Before the Troop can start, there are certain responsibilities of the Troop Committee that must be carried out as a part of building the groundwork. During this period, with help from a Local Council representative, the Troop Committee selects and appoints a Scoutmaster and his Assistants, selects and secures a suitable meeting room, and establishes the Troop's finances on a firm foundation.

A Troop *needs* not only the intelligent and interested backing of an actively committed institution or group, but also the specific help of an able Troop Committee. (See Chat 10).

Cooperation of Local Council

The Sponsoring Institution will, naturally, from the start have been in contact with the Local Council and will have received advice and help. As soon as the Troop Committee is formed, an even closer cooperation is necessary. The Committee should meet in conference with representatives of the Local Council, a member of the Council's Organization Committee and the District or Neighborhood Commissioner, at which its duties will be thoroughly explained and discussed, and all questions answered.

Selecting the Scoutmaster and His Assistants

Where a prospective Scoutmaster has himself set the ball rolling and is found fit for Scoutmastership, or where the Local Council itself or an old Troop is building a Troop around available leadership, this should present no problem.

Where no such predetermined leadership is at hand the Troop Committee must make a careful, personal investigation of the character and qualifications of possible candidates for these important posts and be convinced before appointments are made that they are men to whose leadership and influence they would be willing to commit their own sons without reservation.

The Scoutmaster's Training

The new Scoutmaster, especially if he is without previous Scout experience, should set out to secure a

certain amount of training before undertaking to build a Scout Troop.

He should make a general study of the "*Handbook for Boys*" and a specific study of Parts I and II of this *Handbook for Scoutmasters* and of Chapters I, II and III of the "*Handbook for Patrol Leaders*."

He should, if possible, visit one or more Troops at their meetings and go on at least one of their hikes, to get a picture of the Scouting Program and to discuss with other leaders the running of a Troop.

He should, if possible, attend a Scoutmastership Training Course, and discuss his job with the Local Scout Executive and a representative of the Local Council, such as the District or Neighborhood Commissioner, who is specifically appointed to aid him.

He should familiarize himself with the duties of the Troop Committee and his Assistant Scoutmaster.

And—an important point—he should aim to secure a Scout Uniform for himself as soon as he has received his commission. That Scouting touch will be found of immense importance toward a flying start.

A Suitable Meeting Room

A suitable meeting room must be available before the Troop is started.

Where the Troop is connected with a church or a school, it usually has no difficulty in securing a headquarters because the institution considers it logical for a Troop sponsored by it to meet in its buildings.

If the Troop is sponsored by a community group, the Troop Committee must select a suitable place for the Troop's meetings.



The Church, the Home, the School. All three help Scouting and are helped by Scouting. The Church that sponsors a Troop is stronger.

A Troop Budget Plan

It is recommended that the Troop Committee make a thorough study of the Troop Budget Plan for the purpose of establishing, if at all possible, a revolving fund before the Troop is started. (See Chat 19).

THE ACTUAL START

The ground work has been laid, the preparations are finished. The time has come to call in the boys and undertake the actual organization of the Troop. And you, as Scoutmaster, take the initiative and carry on.

There is one fundamental principle for organizing: **START SMALL.**

The "Chosen Few"

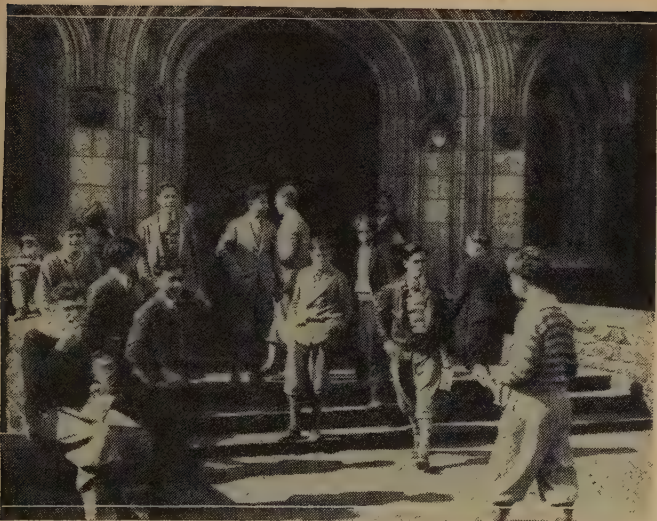
The right way to start is *not* by getting *all* the eligible boys in the town to join—but by getting a *few* of the *right* ones. Familiarize yourself with the boys of the institution or the neighborhood, and talk over the possibility of starting the Troop with a small number of the keenest, most "regular," most respected boys. Get them enthusiastic about the idea and have them round up a few more. Ten to twelve boys, preferably twelve-year-olds, would be the most appropriate number for a formative group, since eight is the national minimum for chartering a new Troop, and a couple of the first group may disappoint you. Only in the case that you have a nucleus of boys already Scouts, is it advisable that a larger number be invited. You will find that the most successful Troop is the one which achieves success with a small group first, and develops in size as success continues.

Planning Ahead

Arrange with these boys for a definite time and place for the first meeting—then settle down to **PLAN AHEAD.**

Two important factors enter into your planning:

1. To charter a Troop, each member must have met the Tenderfoot Requirements.



The School, the Home and the Church. Here character is strengthened. The center but never the circumference of a boy's life.

2. To run a successful Troop, the Patrol Method should be used from the start.

Which means that the main function of the first few meetings is to impart to the boys an elementary knowledge of Scoutcraft—Scout Oath, Law, Sign, Salute, Motto, Badge, Uniform, The Flag of our Country, and Knot-tying—and get the Patrol Method firmly established. But also—and equally important—to instill into the boys the spirit of Scouting, to build an *esprit-de-corps*, to give them the joy of anticipation of great—yes, glorious—things ahead in their lives as Scouts.

Correctly planned and prepared for, it is possible to accomplish most of these objects at about four meet-

ings of the group, scheduled over a month's time, although it may be found necessary to extend this time to six weeks or even two months.

In the following pages are given two sets of such suggested meetings. It is obvious that either of them will have to be modified to suit your particular conditions.

Nevertheless, it is hoped that they may provide a worthy basis for your consideration.

Each meeting is planned to occupy an hour and a half.

Though it may be your first adventure in Scout leadership, approach it with at least the appearance of confidence. Have a trained Scout or an Assistant on hand, if you will, but conduct the meeting, explain the Scout Requirements and make the announcements yourself.

It is important for the boys to realize your interest, and to recognize your control of the gathering.

The Troop's First Month

Series A*

MEETING 1

Objects

1. To explain the scheme and scope of the Scout Organization.
2. To suggest *indirectly* the reasons for the group's entering Scouting.
3. To organize and begin the Tenderfoot instruction.
4. To establish a temporary organization.

*Adapted from Stuart P. Walsh: "A Scoutmaster's First Six Weeks."

Equipment

1. *Handbook for Boys*.
2. Membership application blanks.
3. Ropes for knot-tying, about three feet long.
4. The Flag of the United States of America.

Program

Game—10 minutes. Explain that one part of the Scout Oath refers to keeping “mentally awake” and that you’re going to test this right at the start with a game. Select something simple, such as the following:

Crows and Cranes. Divide the boys into two teams lined up facing each other, one side called the “Cranes,” the other side the “Crows.” When the leader calls out “Cranes!” or “Crows!” all on the team named must turn and run to the wall in back of them. If a boy is tagged by an opponent before reaching the wall, he is captured and becomes a member of the other team. This can be kept up until one team has captured all those on the other side. The leader can add fun by dragging out the words and by giving occasional false alarms; for example: “Cr-r-r-r-rows” or “Cr-r-r-r-ranes” or “Cr-r-r-r-rash.”

Other good games are found in the Games Section of this Handbook and in the *Handbook for Boys*, such as “Jump the Stick,” “Swat ’Em,” “Take the Mat” and “Do This—Do That.” They all work well with ten or a dozen boys.

Talk on Scouting—10 minutes (boys seated). Say something like this; briefly, simply:

“Every boy who thinks of becoming a Scout ought to know just what he’s getting into before he joins. So I’m going to tell you what Scouting is; what the two million Scouts of the world stand for:

"A Troop of Scouts is a bunch of fellows who are banded together for fun in service to others and in outdoor adventure. They train themselves along many lines of skill in woodcraft and usefulness in emergencies so that they will 'Be Prepared,' as the Scout Motto says, to be stronger men and more valuable citizens to their country.

"The Troop we organize here must be one of the finest and most active Troops ever started. It must measure up with the best Troops in the Council. Every Scout in it must be right on the job all of the time to be the best kind of a Scout he can. Ours must be a winning team in the great game of Scouting!

"Now what will our Troop do? First we'll dig in and pass the Tenderfoot Requirements. We'll organize and select Patrol Leaders, as the Handbook describes. At the weekly meetings we'll go ahead and practice some of the advanced Requirements so that we'll move forward steadily. We'll have a lot of keen games and special stunts. We'll try out our skill in the contests and the rallies. We'll take hikes just as often as we can—overnight trips as soon as we're ready for them. We'll be having great adventures together that fellows who aren't Scouts couldn't have. At first we'll keep our numbers small; we'll pick our men.

"More important than anything else I have mentioned is the Scout Oath or Promise to which every member subscribes when he joins. It is this: (or who knows what it is?) *'On my honor I will do my best to do my duty to God and my country and to obey the Scout Law; to help other people at all times; to keep myself physically strong, mentally awake, and morally straight.'* Unless you feel sure that you want to live up to this Oath the very best you can, you shouldn't become a Scout. The Oath and the twelve points of



Arm at exact right angle. Little finger and thumb touching. This Scout makes the Scout Sign. Recognized among Scouts everywhere.

the Law are a tough lot of things for any fellow to live up to; only those with grit and nerve should tackle them. You had better think that part over pretty carefully before you make up your minds to be Scouts.

“Here’s one more point—the real price of membership in this Troop will be unfailing regular attendance at its meetings, and steady progress in all the things that make a Scout ‘Prepared.’ If I put my own time into the activities of this Troop I shall certainly expect you to do your part with equal faithfulness. Is that plain—and fair?”

Knot-Tying—20 minutes. Practice two or three of the Tenderfoot knots. Begin with a rapid demonstration and explanation of the use of each one. Have all the boys provided with light rope three or four feet

long and have them all tie each knot as soon as it has been demonstrated and explained. When they have learned several knots, have them try these in competition for speed. Have the boys hold the ropes above their heads until the signal to tie is given, each boy dropping his rope to the floor or holding it up and calling "Done!" when he has tied the knot called for.

Explanation of Tenderfoot Requirements—20 minutes (Scouts seated).

a. Exhibit the *Handbook for Boys*—its importance and the necessity for securing it at once.

b. Enumerate the Tenderfoot Requirements. (From *Handbook for Boys*.)

c. Call attention to the index in the *Handbook*.

d. Ask every boy to prepare to meet as many as possible of the Tenderfoot Requirements by next meeting. Lay stress on learning the Scout Oath and Law thoroughly and promptly.

e. Mention the registration fee and the necessity for its prompt payment. (No boy's Scout membership begins until he is registered. Then he may enjoy the privileges of wearing the Uniform and Insignia and advancing in rank—privileges that are available to registered Scouts only.)

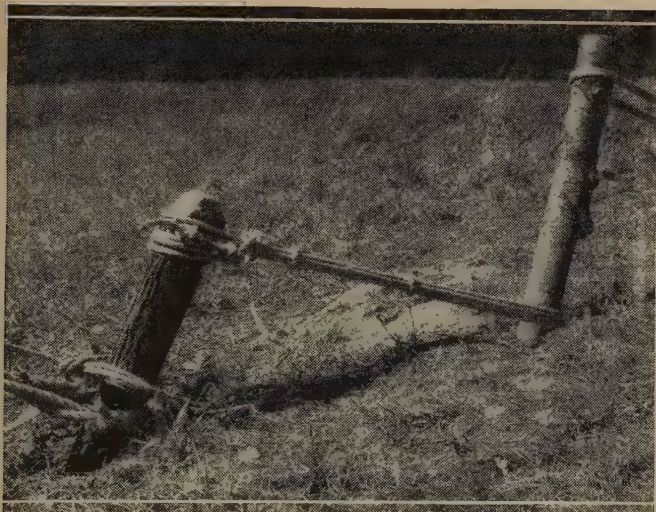
f. Distribute the application blanks and request their return by the following meeting, with registration fees.

Scout Drill—15 minutes. (Have a visiting Scout or Scouter on hand for this instruction if necessary.) See Index: Scout Drill.

Closing ceremonies—15 minutes.

(a) Have each boy choose which Patrol he will join on a *temporary* basis. A later readjustment can be made if the number does not balance well.

Appoint an intelligent boy who appears to be suited



Here is rope really at work. It's holding up its end of a suspension bridge. Make rope work and rope work will be more interesting.

for faithful detail work as Scribe. His duties at the beginning will be: make up a roll, receive applications and fees, and record the essential facts of each meeting. Later a regular Scribe's Record Book, issued by the National Council, will be found helpful for his work.

(b) Repeat request for return of application blanks and registration fees by the next meeting.

(c) Repeat request for Tenderfoot Requirements to be learned by the next meeting.

(d) Have a boy (or a visiting Scout) lead several Scout yells, such as: "A-M-E-R-I-C-A! BOY SCOUTS! BOY SCOUTS! U-S-A!"

(e) Close the meeting with the Pledge of Allegiance to The Flag and the Scout Motto. (Boys do not formally

repeat the Scout Oath until after they are installed as Tenderfoot Scouts.)

After the Meeting

After the meeting is over, have no disorder about the meeting place before the boys go home. The boys should understand that the Troop headquarters is made available as a Good Turn by the institution, and that proper care of the place must therefore be the Troop's first responsibility.

Some boys will linger after the meeting to ask numerous questions. A few of these with their possible answers are given here.

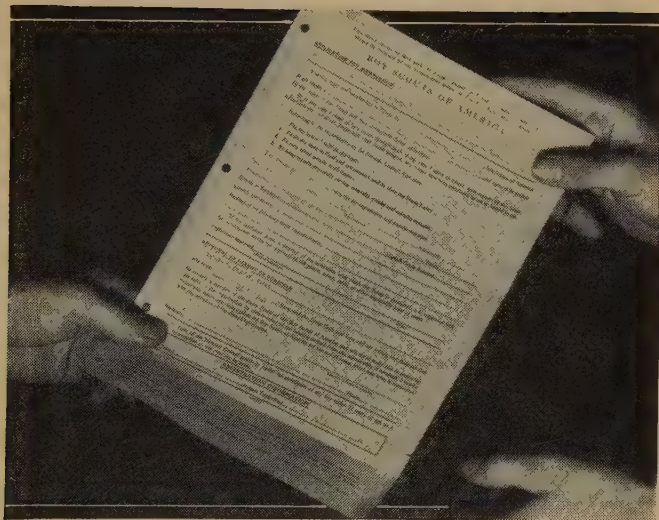
"When can we get Uniforms?" "You are permitted to wear them as soon as you are Tenderfoot Scouts and the Troop is registered at headquarters." *"When do we pay Troop dues?"* (Your answer will depend upon whether you prefer to have them paid at five or ten cents a meeting; this can be settled a little later.) *"When are we going on a hike?"* "As soon as possible after you become Tenderfoot Scouts." *"When do we get our badges?"* "About four weeks from now at the public installation meeting if you meet your Tenderfoot Requirements promptly."

If you are unable to answer a question, frankly admit it by saying, "I don't know, but I'll find out and tell you next week." In the meantime consult your Handbook, or ask for help from the Local Council office.

MEETING 2

Objects

1. Practice of Tenderfoot Requirements.
2. Collection of application blanks and registration fees.
3. Building up Scouting interest already manifested.



The great day arrives. The Application Blank is given the boy to take home and have it signed by the parents.

Equipment

1. *Handbook for Boys.*
2. Ropes for knot-tying.
3. Flag of the United States of America.
4. Application blanks.

Program

Assembly and Drill—15 minutes.

- a. Pledge of Allegiance.
- b. Review of Scout Drill practiced previous week, with possibility of an addition of two or three new movements.
- c. Roll Call—by the newly appointed Scribe. (Later on when Patrols are permanently organized, the Patrol Leaders will report the attendance.)

Knot-Tying—20 minutes.

a. Review all the knots learned the previous week, and teach additional Tenderfoot knots with a clear demonstration of their use. Let the boys who have learned some of the less common knots demonstrate them to the rest.

b. Use competition, as before.

c. Patrol knot-tying relay race.

Have each Patrol line up in a single file at one end of the room. At the opposite end have a chair for each Patrol with a rope laid down upon it and a scorer standing by. At the starting signal, the first boys in each Patrol will run to a chair, tie any knot called for by the scorer, and then untie it and run back to his line to tag the next boy who may then run, and so on; the first Patrol finished wins. Some knots will be called for that the boy can't tie, but the average will even up.

Inter-Patrol Quiz on Scout Oath and Law. History and Respect Due The Flag. Meaning of Scout Badge and Uniform—20 minutes.

a. Separate the Troop into Patrol groups and see that each Patrol is provided with a Handbook. Give them ten minutes to study the first and second Tenderfoot Requirements.

b. Call the Patrols together (use "Council Formation", page 363) and have a snappy "spell-down" on the Requirements they have been studying. In asking questions alternate between the Patrols and have those who miss fall out. Eliminate all who fail until only one Patrol has any left.

c. Announce that every boy will be expected to have his Tenderfoot Requirements completed at the second following meeting. Arrange for Patrol meetings at the boys' homes or yours for study and practice during the week.

Games—15 minutes. Play several good action games, using the Patrol groups as teams, such as the following, from Gilcraft's *Book of Games*:

Under and Over Relay: Teams in file; front player has a ball or some larger object which he passes over his head, using both hands, to the player behind him, and so on down the line. When the last player gets the ball he runs to the front and passes it between his legs back down the line. Next time over the head, and so on. It must be passed, not thrown. First team to regain its original order wins.

Variation: Front player always passes over and the next under, and so on alternately.

Fill the Gap: Players in circle, facing in, one runs around outside and taps another on the back. Both then race around the circle in opposite directions, and whoever fails to get back first and fill the gap carries on.

Final Ceremonies—10 minutes.

(a) Assembly and repetition of announcements.

(b) Collection of membership application and fees, if not already done.

The Scout Motto, and a Troop or Scout Yell.

The Personal Contact

During the following week, you will be talking with the boys, individually or in twos, probably at your own home, about the Scout Oath and Law. Deal thoroughly with the more difficult points and let the boys feel the seriousness of becoming Scouts. Make your talks all simple discussions. Never quiz. Try to learn the boys' own conception of the meaning of the Oath and Law. Tell them yours. You'll probably hear queer ideas about duty to country, bravery, obedience, keep-

ing morally straight, etc. Let the boys understand that they will add to their understanding of the Scout principles as they grow older. Work especially with Patrol Leaders and let them know you expect them to be responsible for the conduct of their own group and their understanding of the Oath and Law.

This is the time to find out the intimate things about each boy that you can't ask in public; you will establish the beginnings of strong friendships based on mutual respect and confidence. These talks are vital, and you will enjoy them immensely. You will be surprised at the readiness with which most boys will discuss their problems of conduct, and a little patient friendliness will draw out the few who are reticent.

MEETING 3

Objects

1. Further work on the Tenderfoot Requirements.
2. Final steps in Troop organization.

Equipment

1. *Handbook for Boys*.
2. Ropes.
3. Flag of the United States of America.
4. Membership Application Blanks.

Program

Assembly—15 minutes.

- a. Pledge of Allegiance to The Flag.
- b. Practice O'Grady and Scout signal drill. U-1.
- c. Roll Call. Check up to see whether everyone has filled out an application blank and paid the registration fee.



The open hand of friendship to all the world. To the brotherhood of Scouts everywhere the left hand is extended.

"Be Prepared" Quiz—10 minutes. Go through the main points of the Scout Law and Flag Requirements. Ask different boys questions at random and explain the points on which they seem doubtful.

Patrol Period—20 minutes. Send the Patrol groups to their corners in charge of their leaders, to study the rest of the Tenderfoot Requirements. You and your assistants should lend a helping hand with the groups.

"Champnit" Knot-tying—10 minutes. Every boy being provided with a rope at the command "Tie" they start tying a certain knot announced by the Scoutmaster, and dropping the knot to the floor as soon as completed. When most have finished, command "Stop."

All who have tied the knot correctly drop out, and

the rest go through the same process again with another knot. This is repeated with time out to show how a knot should be tied, until only one boy is left, who is declared the "Troop Champnit."

The Scout Law and Good Turn Idea—15 minutes.

a. Have the boys, in chorus, repeat the twelve points of the Scout Law.

b. Go through all or a part of the twelve points asking some boy to explain each in his own words, having the whole Troop vote which explanation is best.

c. Explain briefly but forcefully the Good Turn idea, asking each Scout to keep a record (for himself) of the Good Turns he does during the coming week.

Games—15 minutes. Repeat one of the games already played, and select one or two new ones from the Handbooks.

Closing Ceremonies—10 minutes.

a. Announce when you (or your assistant) will be "at home" during the week for any boy who is prepared to pass his Tenderfoot Requirements, and that all will be expected to complete them by the next meeting.

b. Close by singing one verse of "America the Beautiful."

Giving the Tenderfoot Reviews

If you can take the boys one or two at a time, the final check-up on their Requirements can be entirely verbal. Written "exams" are to be avoided in Scouting as much as possible.

Be careful to make an exact serious inquiry of each Scout personally as to his understanding of the meaning of the Oath and Law, and also as to the Badge and Uniform, the History of The Flag, and the forms of respect to it.

MEETING 4**Program**

Assembly—15 minutes.

a. Roll Call.

b. Scout Drill practice. Run through half a dozen signals snappily, followed by drill on the O'Grady method. ("Do This—Do That" manner. See Game Section, Vol. II.)

Games—15 minutes. Use one or two lively games as suggested before.

Knot-tying Review—15 minutes. Make a list of the boys' names, and see that each boy ties nine knots correctly, including the square knot. Your assistant or a visiting Scout can help with this check-up.

Final Check-Up on Law, Flag, Etc.—25 minutes. With the rest of the Troop engaged in games under the direction of one of the Patrol Leaders, take aside each boy who has not already fulfilled his Tenderfoot Requirements and as you talk with him, question him further upon any points on which he has seemed weak. Above all, be sure that he has a clear idea of the meaning of the Scout Oath and Law.

Announcements and Closing—15 minutes.

a. If any boys have failed to meet all the Tenderfoot Requirements, ask them to see you immediately after the closing to iron out the difficulties which may prevent their being installed in the Troop at the next meeting.

b. Remind the boys to bring their parents and friends to the installation ceremony.

c. Close with the Scoutmaster's benediction: "May the Great Scoutmaster of all good Scouts be with us 'til we meet again."

Seeking Out the "Slower" Boys

In your closing announcements you have asked boys who have not completed their Tenderfoot Requirements to see you. It is well to keep in mind that those very boys are probably the slower and more timid ones, who need Scouting, but who may become discouraged and "drop out." Bolster their morale by seeking them out yourself after the meeting and during the following week. Give them the extra encouragement—the extra help—that will mean so much to them.

The Troop's First Month

Series B

MEETING 1

7:30—*Game*—"Nicknames"—Form a circle, being seated. First boy gives his name, nickname, age and street address—Second boy gives the first boy's name, nickname, age and address, and then adds his own—Third boy gives the first and second boy's name, nickname, age and address then adds his own, etc., etc.

"*Scout Drill*"—See Index. Use three or four formations.

7:50—*Scoutmaster* makes a short heart-to-heart talk about Scouting and the Troop similar to talk suggested in Series A.

Assistant Scoutmasters (if any) are introduced and greet the boys.

8:05—*One or Two of the Boys* are asked for a few words concerning the possibilities of a GOOD Troop here and how hard the boys plan to work and how far they hope to reach in Scouting.

8:10 — *Game* — “Seize the Bacon” (*Handbook for Boys and Game Section*, Vol. II)—Explain the game once in a quiet voice, then play it, correcting errors as you go along.

8:25—*Scoutcraft*—Pass out several copies of *Handbook for Boys*, turn to the Scout Law, learn not only title “A Scout is Trustworthy,” but also the entire text given under each title, by dividing the boys into temporary Patrol groups and assigning separate corners of the room for each group. Give them 5-8 minutes, then call them back and see how much has been accomplished. Now send them back to their corners and see if they can learn the Scout Oath in 5-8 minutes, then bring back and see how much is learned.

8:55—*Announcements*.

1. Explain the Scout Motto: Do a Good Turn Daily.
2. Ask the boys to review the Oath and Law during the coming week. (If possible provide each boy with a copy of “It’s Fun to be a Scout” which contains the main fundamentals of Scouting.)

3. Tell them about the Patrol teams which are to be formed. Ask them to think over carefully with what boys they would like to associate. (Base this on *Handbook for Patrol Leaders*, Chapter II).

4. Ask them to bring a six foot length of rope (clothesline) to the next meeting for knotwork.

5. Announce time and place for next meeting.

6. Dismiss the boys after a hearty smile and as they go out of the door ask them not to forget their Good Turns.

MEETING 2

7:30—*Observation Contest*—Come down early and place all manner of objects on a table, such as a match, watch, handkerchief, money, etc.—then cover the table with a cloth. At 7:30 lead the boys to the

table and explain that this is an observation contest designed to see how much "we can see when we see." Give each boy a piece of paper and a penny pencil, then announce that you will uncover the table for three minutes exactly; they are to look without touching. Cover the table at the end of three minutes and have them list the articles they remember having seen. Give them five minutes. Gather papers and have assistant, during the following game, check for the winner with a previously prepared list.

7:45—*Knot-tying*—Seat the boys in a circle, each boy having a rope. (Scoutmaster had better supply himself with an extra rope or two in case some forget to bring theirs). Now, learn to tie the "square" knot. Have several boys demonstrate its uses. Run a "Champ-nit" game, using the "square" knot. (See Third meeting, Series A.)

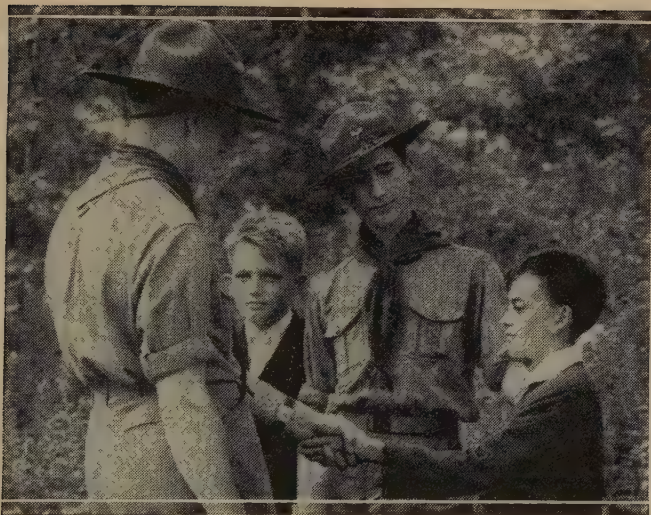
Learn to tie the "timber hitch," "sheet-bend," "slip knot" and demonstrate their uses, then play "Champ-nit."

8:10—*Scouts Seated* in a half circle:

1. Can any of the boys repeat the Scout Oath?
2. Can any of the boys repeat the Scout Law in full or the twelve points of it in order?
3. Learn the pledge of Allegiance to The Flag.
4. Describe significance of Scout Badge and Uniform.
5. Announce winners of Observation Contest.

8:30—*Game*—"Seize the Bacon" (Same game as played last week.)

8:40—*Election*—Ask the boys if they have thought over what you said last week about Patrols. Tell them about the importance of good leaders and give the qualifications of a real Patrol Leader. (See Chat 12.)



Two new recruits. They're shaking hands the Scout way. Soon they'll have their Tenderfoot Badges and be wearing the Uniform.

Provide each boy again with paper and pencil and ask them to write down their preferences of Patrol members with their first and second choice for Patrol Leader underlined. "These are secret ballots, so don't talk to anyone about your choice. Simply write it down and give me your ballot. Announcement of Patrols will be made next week." (If 10-14 boys, form two Patrols; if 15-19, three; if 20 or above, four). Boys scatter all over room and bring back ballots when filled. (During week, tabulate ballots and form Patrols as close to the boys' choices as possible.)

8:55—Announcements:

1. Ask the boys to learn the Oath and Law for following week.

2. Explain the registration fee of 50 cents each, and explain how the Troop applies for a Charter. Ask boys to bring fee next week and distribute registration blanks to be filled out.

3. Encourage boys to tie knots at home.

4. Ask them not to forget their Good Turns, as you dismiss them.

MEETING 3

7:30—*Game*—"Tractor" or "Let 'er Buck" (See Index.)

7:40—*Scoutcraft*—Explain the Sign, Salute and Handclasp and their meaning. Have boys demonstrate.

7:50—*The Flag*—Read slowly from the *Handbook for Boys*, of The Flag, or better, tell it in your own words. Have available an American Flag (not on a pole) and let the boys demonstrate how to hang The Flag as you come to the part in your reading. Go slowly, let your message sink in.

Ask questions on what you have read. Congratulate the boys who give the right answers, excuse those who don't.

8:00—*Colors*—Appoint a color guard of three boys. Color guard drops out of line, gets Flag, advances to front and center of line. All boys (except color guard) repeat pledge of Allegiance to The Flag. Colors remain while boys repeat Scout Law. Colors retire.

8:20—*Formation*—Line up Troop according to new Patrols drawing lots for positions in the line. Celebrate with color ceremony. Present to each Patrol Leader a copy of the *Handbook for Patrol Leaders*.

8:35—*Patrol Period*—Assign Patrol corners. Send Patrols into them for Patrol checkup on registration blanks and fees. Receive reports from Patrol Leaders.

8:45—*Announcements:*

1. Tell the boys of a Good Turn performed by one of them (don't mention name) during the past week.

2. Announce that you expect all Patrols to have a Patrol Meeting (at member's home or elsewhere) during following week for intensive training in Tenderfoot Requirements. Tell them that you or your Assistant may drop in.

3. Announce that reviews in the Tenderfoot Requirements will take place at next meeting and that all boys must meet them in order to become charter members of the Troop.

4. Learn to sing "Taps." Future meetings may be closed by the boys forming a ring, with arms over each other's shoulders while singing "Taps."

5. Say that they are coming along fine and say Goodnight with a smile, sincerely.

After Meeting—TROOP LEADERS' COUNCIL. Gather with newly appointed Patrol Leaders for Conference and hints on planning for individual Patrol Meetings.

MEETING 4

7:30—*Colors*—Ceremony similar to that of previous meeting.

7:40—*Patrol Meetings and Tenderfoot Review*—simultaneously. Patrols meet under their Patrol Leaders in specified corners for last training in Tenderfoot Requirements. As each boy is O. K.'d by his Patrol Leader he is reviewed by the Scoutmaster, or possibly by an Assistant. The Scoutmaster, however, should have the final words with each candidate and impress upon him the importance of LIVING the Oath and Law, not just MEMORIZING them.

8:40—*Check Charter Application.* Gather the boys who have met the Tenderfoot Requirements and who have paid their registration fees, and read for them the names of charter members as listed on the registration papers—which have been filled out properly in advance, all questions answered and necessary signatures affixed. Then insert papers with a check or money order (previously purchased) in an envelope addressed to the Local Council and seal.

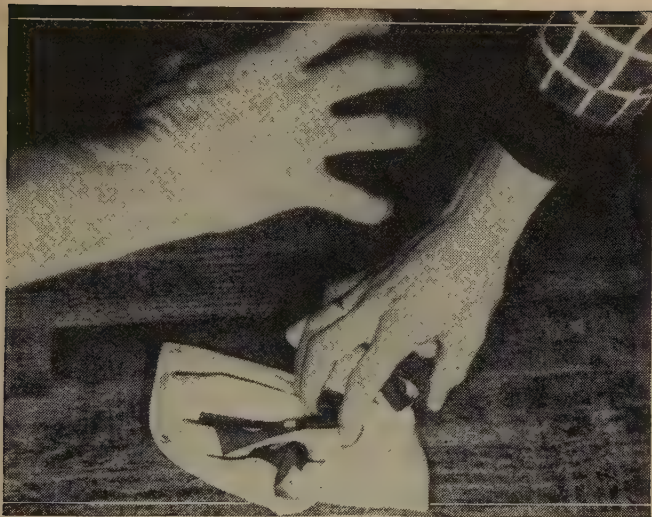
8:45—*Troop Committee Chairman* explains to the boys the significance of the step being taken: application to be adopted into the World Brotherhood of Scouting. Suggests a YELL for the success of the Troop.

8:50—*Take Letter* containing the Charter application. Tie a colored ribbon around it with great formality. Tie the letter to a pole, march out of the building to the nearest mail box, have each boy say, “presto, chango, gango, Troopo,” pass the letter around for one final look, then drop the letter in the box. Give a sigh of relief and return to the meeting room where the boys form a ring, place their arms around each other’s shoulders and sing “Taps.” Announce plans for forthcoming hike and installation ceremony, and dismiss.

After Meeting—Troop Leaders’ Council plans for hike and Troop installation ceremony.

REGISTRATION OF THE TROOP

As soon as a sufficient number of boys (at least eight above the age of twelve) have qualified as Tenderfoot Scouts, the Troop should be registered and a Troop Charter applied for.



"Seize the Bacon" is a game that is always fun. A very brief explanation will prepare any group to play it.

Registration Essential

Until the Troop is duly registered and its leaders commissioned by the Boy Scouts of America, it is not a Scout Troop. Indeed, according to the Federal Charter given by Congress to the Movement in 1916 and the Constitution thereby provided, a boy is not a Scout, can purchase or wear no Uniform or Insignia until he is registered (through the Local Council) at the National Office.

Why the Registration?

In the earliest days of Scouting in the United States, no Registration System was in effect. Reports of the Movement's progress were based on estimates. Any

boy in anything that looked like a Scout Uniform could claim himself a Scout and set out on expeditions which were often damaging to the good repute of Scouting.

It was soon found that if Scouting were to prosper as a character building Movement, it had to talk *facts* and not estimates, it had to safeguard itself against interlopers making use of its name to its detriment.

The Registration System came into being. This has made possible business-like organization and administration by definitely establishing who is a member and how many are members of the Boy Scouts of America, not only in each Troop, but in each city and state, as well as the nation as a whole. It has made possible the protection of the Uniform and Badges of the Movement by making certain that *only* duly registered members can secure them. It has put into practice one of the principles of Scouting—that a Scout is self-reliant—by giving each member an opportunity to share in the operation and administration costs of his own organization, which in turn makes possible the upholding of the standards of Scouting, the service of the National Office to every Troop and every Council in the country and the extension of Scouting to boys not yet Scouts.

Charter and Certificates

To make this connection between the Troop and the National Organization tangible there is issued annually to the Troop Committee, or to the institution it represents, a charter authorizing it to conduct a Scout Troop; there is granted to the Scoutmaster and to each Assistant Scoutmaster, a commission authorizing him to perform the functions of his position; and there is given to each boy a certificate of membership, entitling him to all the privileges of membership in the Boy Scouts of America.

These privileges, in order to make Scouting and all that it stands for real and vital to the boy, are made very definite. They include the right to wear the Scout Uniform and the Scout Badge, the right to designate himself as a Boy Scout, the right to a credit concession on the subscription price of "BOYS' LIFE," the official Scout magazine, and the right to earn various awards for achievement in Scouting activities — privileges which are open to none but registered members of the Boy Scouts of America.

Application for Troop Charter

The application for Troop Charter is transmitted through the Local Council to the National Council. The form used (Form 690) provides for the following sections to be filled out:

(a) *Formal application of the institution or group of citizens for a charter to maintain a Troop of Scouts.* This must be signed by the executive officer or chairman of the institution or group.

(b) *ACTUAL signatures of each member of the Troop Committee*, indicating readiness to meet the responsibilities of their office and recommending their Scoutmaster and Assistant Scoutmaster. Ages and citizenship data must be included.

(c) *ACTUAL signatures of Scouters applying for commissions*—the Scoutmaster and possible Assistant Scoutmasters. Also ages and citizenship data.

(d) *Alphabetical list of at least eight boys*, showing that they meet the age and Scout rank requirements. If the list contains the name of a Scout transferring from another Troop, a transfer blank (Form 502A), signed by the Scoutmasters of both Troops concerned, must be sent with the application blank.

Fees

The share which each boy and man pays toward the administration and growth of our Movement through the Registration System amounts to 50 cents yearly for a Scout, \$1.00 yearly for a Scouter.

Since the minimum number of members with which a Troop may be registered is three Committeemen, a Scoutmaster and eight Scouts, the minimum fee for the registration of a Troop is \$8.00—namely 4 Scouters at \$1.00 (\$4.00) and 8 Scouts at \$.50 (\$4.00). For each additional Scouter such as Troop Committeeman or Assistant Scoutmaster, \$1.00 each is to be added; for each additional Scout, 50 cents. These FEES MUST ACCOMPANY THE APPLICATION, and checks for registration fees be made payable to BOY SCOUTS OF AMERICA. The fees are sent with the Application to the Local Council office, which forwards them to the National Office.

Submitting the Application

All difficulty regarding the "Application for Troop Charter" will be eliminated if the blank (Form 690) is promptly and completely filled out, and forwarded through the Local Council office.

Every question on the application blank has been asked for a definite purpose. The blank should therefore be filled out accurately, after a careful study of the information attached, every signature should be secured, and the required fee computed and transmitted.

If this is done, immediate action can be taken on the application, and the charter can normally be forwarded the day the blank is received at the National Office, or the following day at the latest. Otherwise, weeks or even months of delay may ensue, with much correspondence, expensive and annoying to all con-



The Tenderfoot Badge tells the world he's a Scout. His three-fold card gives him the right to buy his Official Uniform.

cerned, and the morale of the Troop may be seriously injured through disappointment to the boys in not receiving their certificates promptly. Do not subject your boys to this lowering of their morale.

THE TROOP'S FIRST HIKE

The time between the mailing of the charter application and the installation meeting is an appropriate one for the Troop's first hike.

Make it only a day trip to some nearby point of interest with the object of starting the practice of advanced Scoutcraft—fire building, cooking, tracking and the like. For numerous suggestions, see Chat on Hiking in Volume II.

Preparation and Program are two essentials for the

success of the hike. See to it that the boys know what to bring, how to carry it, what to wear, as well as the time for starting, meeting place, distance, car fare, and the time for arriving home. Unless you make an early morning start the boys will probably reach the camping place hungry. Therefore let things happen in this order:

1. Assign cooking places by Patrols, and clear them off.
2. Have boys gather and cut wood, by Patrols.
3. Demonstrate how to lay a fire and arrange cooking materials.
4. Let the boys "go to it" on their Patrol sites. Have them light their fires and cook their first Scout meal. There's a thrill for everyone!

The afternoon's program should consist of Scouting activities—games requiring skill which can be played only out-of-doors. (See Index: Games.)

The possibilities of real Scouting while on a hike are great. Make the best use of your possibilities. Be on the look-out for and encourage all talent which "blossoms" in the open. Some boys are specially suited to outdoor life and you'll be pleasantly surprised at some of the things the boys already know. Games such as Hare and Hounds, Flag Raiding, or Stalking, the study of nature in its true element, the practice of the use of the knife are all good hike activities.

If possible, make part of your hike home across country for the adventure of exploration.

THE TROOP INSTALLATION

And then, finally, comes the moment when the group emerges as a full-fledged Scout Troop. The Charter is ready for a ceremonious presentation.

Make this occasion as spectacular as possible.

There are good reasons for having a public installation. In the first place it gives the Troop a solid start in the minds of the sponsoring institution, making it realize that the Scout Troop is a functioning body important in the community. It gives to the new unit the stamp of public approval. It gives to the parents, to the Committee, to the leaders of the institution, and to the boys, the thought that Scouting is a serious thing, a Movement with a definite purpose. It cements solidly the cooperation between Troop and Local Council.

Securing the Attendance

Careful steps are necessary to insure the attendance of parents, the Troop Committee, and the head and representatives of the sponsoring institution. A strong personal invitation written or verbal from the Scoutmaster or the Chairman of the Troop Committee should be extended to the parents of every boy and to all others who should be present. This invitation should make the importance of the occasion clear, and should be followed up in the manner best calculated to get results. Either a District or Neighborhood Commissioner or other Scout official will, of course, be on hand to represent the Local Council and to conduct the installation ceremony. Arrangements for this will have been made through the office of the Local Council.

Suggested Program for Installation

And now for a suggested program.

1. *Introductions*—First of all, have the necessary introductions to the parents. The head of the institution, after a word of welcome, should explain that the Troop

is being formed on authority of the governing body of the institution and then introduce the Chairman of the Troop Committee, who in turn will introduce the future Scoutmaster. The Scoutmaster should say a few words about what the boys have accomplished in working for their Tenderfoot Rank and should announce that they are now ready to become Scouts. The Chairman of the Committee will then introduce the District Commissioner or other Council Representative who will invest the Troop.

2. *The Installation Proper*—After asking the members of the Troop Committee to stand, the District Commissioner will read the section of the National Council By-Laws (Article XI, Section 1, Clause 5) outlining their particular responsibilities. Then he will ask them: "Will you undertake to discharge these duties faithfully and to the best of your ability?" They answer, "We do."

The District Commissioner then asks the prospective Scoutmaster to stand and says further to the Troop Committee: "It is your wish that Mr. Blank should serve as Scoutmaster of this Troop?" The Committee having answered in the affirmative, the District Commissioner should say to the Scoutmaster:

"Do you subscribe to the policies set forth in the Constitution of the National Council, Boy Scouts of America, and will you serve faithfully and to the best of your ability as Scoutmaster of this Troop?" (If there are any Assistant Scoutmasters, they should also be called upon to answer.)

After answering in the affirmative, the Scoutmaster (and the Assistants) repeat the Scout Oath after the District Commissioner. The Commissioner welcomes them all with the Scout handshake into the Boy Scouts of America and declares the Troop duly installed. (If

DUTY TO SELF DUTY TO GOD AND COUNTRY DUTY TO OTHERS

"BE PREPARED"

BOY SCOUTS OF AMERICA

ORGANIZED BY BUREAU
June 15, 1916

This is to Certify that

Having made proper application through its duly authorized representatives to carry out the program of the Boy Scouts of America for

CHARACTER BUILDING : AMERICANIZATION : CITIZENSHIP TRAINING

is hereby granted the annual charter subject to the provisions of the Constitution and By-Laws and rules and regulations of the National Council of the Boy Scouts of America for one year.

Troop

TROOP CHARTER

MONTHS ELAPSED

MONTHS OF EXPIRATION

The above-named officials, having been duly certified, are officially registered by the National Council to exercise the responsibilities of their respective offices in accordance with the provisions of the Constitution and By-Laws of the Boy Scouts of America.

In TESTIMONY WHEREOF the National Council of the Boy Scouts of America has caused this charter to be signed by its officers and its corporate seal to be affixed.

For the National Council
Scoutmaster
Scoutmaster
Scoutmaster
Scoutmaster

Scoutmaster
Scoutmaster
Scoutmaster

DATED

"DO A GOOD TURN DAILY"

THRIFTY · BRAVE CLEAN · REVERENT

COURTEOUS · KIND OBEDIENT · CHEERFUL

HELPFUL · FRIENDLY TRUSTWORTHY · LOYAL

Here is the Troop Charter. The presentation can be made a fine get-together of Parents, Scouts and Troop Committeemen.

possible, he should deliver the Troop charter and membership certificates at this time, and he may make a brief talk as well.)

3. *Investing the Patrol Leaders*—After his investiture the Scoutmaster explains the duties of the Patrol Leader and his importance in the Troop's life, and invests his Patrol Leaders, presenting them with their badges of office. (See Chat 12.)

4. *Tenderfoot Investiture*—The Scoutmaster then proceeds with a Tenderfoot Investiture Ceremony. (See Index.) If he prefers a very simple ceremony, he can ask the boys who have met the Tenderfoot Requirements to come forward, and after they are in a line in front of the parents he can ask them if they understand the Scout Oath and are ready publicly to

assume its obligations. He may then have them repeat after him the Scout Oath, phrase by phrase, and then present their Tenderfoot Badges and membership certificates unless the latter have already been issued to them. The Chairman of the Troop Committee should shake hands with each boy (using the Scout hand-clasp) as his Badge is presented.

5. *Scoutcraft Demonstration*—At this point, inject boy action into the evening's program if found desirable. Have a demonstration of knot-tying, Scout Drill or some other Scout activities by the boys.

6. *Closing*—The Scoutmaster should give the closing talk, asking for the cooperation of the parents to insure unfailing attendance at meetings, permission for hikes, securing of Uniforms, and encouragement for Patrol activities. This talk is of great importance; do not hurry it, and do not fight shy of it for imagined lack of oratorical talent. Simple and friendly statement of your position is what the occasion requires. You should make it very clear, without the slightest feeling of embarrassment, that you are undertaking a service which will be a tax upon your time and ability; that in fairness to you the parents must allow and encourage the boys to attend the meetings regularly and otherwise carry out their Scouting obligations; that the values of Scouting may not be apparent at once but will gradually increase; that Scouting, like everything else a boy goes into, will involve some expense and some adjustment of family arrangements.

You'll never have a better chance to say these things; you can say them more effectively than anyone else can even if its the first public speech of your life. Don't waste this opportunity with any vague generalities; say the things suggested above, say them vigorously, with an air of friendly confidence in the outcome.



CHAT 6

THE RISE OF THE TROOP

THUS, after thorough pre-natal care, the "child" enters into the world. But it is not enough that the "child" is healthy at birth—it must be kept healthy, and furthermore, it must immediately start the right habits of living. It has been found with human children that habits established in the early months of one's existence may follow him through life.

The same with a Troop. It is in its "toddling period." It should start to develop its habits of right Scout living.

This is a dangerous period and, unless it is approached vigorously, may prove fatal.

The Importance of a Definite Program

A definite program first. A program which challenges the respect of the boy, his imagination, his capabilities, a program of romance and adventure. It was to get this that he joined. Give it to him—plan for it. Include not only your own activities but also cooperation in Local Council plans. Make yours a Troop that knows where it is going; with a program for the year—for each month of it. (See Chat in Volume II on “Planning a Balanced Program.”)

Get Out—or Go Under!

Get that Troop of your out-of-doors! At once! Doctor's orders. Hike outdoors, play outdoors, eat outdoors, sleep outdoors. No parlor Troop ever survived its first few months. Get the Troop to camp as a Troop and it will begin to find itself right then and there. (See Part in Volume II on “Outdoor Activities.”)

Cooperation

If there is an older, “going” Troop in the neighborhood, tie up with it. One of the greatest helps and inspirations for a new Troop is for its leaders—from Patrol Leaders up to Scoutmaster—to visit and watch occasionally the work of a real live outfit. “We’ll be as good as those birds some day” your boys will say. Throw the Troop into contact with Scout life. “Playing” with another Troop and whole-hearted participation in Council events and activities is a real factor in the growth and vision of a Troop.

A Vigorous Use of the Patrol Method

Really live Patrols are the foundation of Troop success. Get the Troop Leaders’ Council well organized,



Here are the Scoutmaster's friends—the Troop Committee and the local Scout Executive. They all help him.

set out on a thorough training of the Patrol Leaders, expect much of them; many successful independent Patrol meetings, hikes, camps and many projects being carried to completion. (See Part IV.)

The Scout Uniform

As soon as possible, if you have not already done so, get a Uniform yourself and encourage your boys to get their own complete Uniforms. The wearing of the Uniform isn't compulsory, but to have your Troop fully outfitted at the earliest suitable time should be a definite objective because it will help you so much in the effectiveness of your job as a Scoutmaster. (See Chat 18.)

Recruiting

Recruiting must be continued—not fast, but naturally through the Patrols. But then—if the program of the Troop is good this point will take care of itself. The boys come where the good program is. To paraphrase slightly: “Let a Scout Troop run a real program and even though it hides itself in the deepest woods, the boys will wear a path to its door—a path?—a boulevard!” (See Part V.)

Advancement

Get the boys to advance by giving them every natural opportunity to do so, by building a program of activities that lead progressively toward greater skills and higher ranks. If the outdoor program of the Troop is built on the right foundation it will automatically provide a thorough advancement. Let the aim be “Each boy a First Class Scout” with emphasis on *First Class*. (See Part XIII, Vol. II.)

The Parents’ Interest

Get and keep the parents’ interest. For their sake, for their boys’ sake, for the Troop’s sake. The more they know about what Bill is getting into, the more they are apt to help Bill to be a permanent Scout. (See Chat 21.)

Budget System

Start a budget system in the Troop to provide it with funds for equipment, badges, registration fees and BOYS’ LIFE magazine. (See Chat 19.)



Surveying, using a real compass and plane table; going definite places makes a compass a useful bit of equipment.

Scoutmaster's Advancement

And last, but not least—advance yourself by book study, by association with other leaders, by participation in available training courses. Be forever on the lookout for ideas and stunts that may help you in your

Summary of Objectives for a Troop's First Year

At the end of the first year a Troop should reasonably have attained these objectives:

Organization

Responsible Patrol Leaders and Assistants for all Patrols.

A fully functioning *Troop Leaders' Council* composed of all Troop and Patrol officers and meeting regularly.

A *Scribe* who knows his job and is operating a satisfactory record system.

A *Senior Patrol Leader* in full standing.

At least one *Assistant Scoutmaster* qualified to relieve the Scoutmaster.

Scoutmaster and Assistants having taken the *Leaders' Training Course* of the Local Council.

A *Troop Committee*—active and helpful.

A *Troop Budget Plan* firmly established.

Parents' interest secured through the founding of a *Parents' Auxiliary*.

Program

Snappy, up to the minute weekly or fortnightly *Troop Meetings* with the "punch" in them that will hold boys.

At least monthly Troop Hikes and Overnight Camps.

Multitudinous *Patrol Meetings and Hikes*.

Satisfactory *Advancement* of Scouts to Second and First Class Rank.

Impressive Ceremonies from time to time.

At least *one week's camp* during the summer.

At least one duly recognized *Troop Good Turn*.

Participation in *Local Council activities*.

An appreciable effect from the emphasis on *Scout Ideals*.

Prompt attention to the *re-registration* of your Troop—with full strength, which means an enrollment of as many boys as the Troop can serve (up to 32 Scouts in four Patrols with proper junior and adult leaders).

Equipment

An almost completely *uniformed Troop* (both Scouts and leaders).

A decorated *Troop meeting room*.

At least the *equipment* listed below:

FOR THE TROOP

Flags (American Flag and Troop flag). Record Book. Wall Chart of advancement record. Bulletin Board. General Scribe's supplies. Bugle. Material for Troop Ceremonies. Materials for use in Scoutcraft work—e.g., First aid practice kit, signal flags, ropes, etc. Camping equipment (limited).

FOR EACH PATROL

Patrol Flag. Patrol Record Book. *Handbooks for Boys* and *Handbook for Patrol Leaders*. Scoutcraft materials—e.g., Compass, Tracking Irons, etc.

work to make the Troop a success. (See Chat 23.)

All the above points are described in greater detail elsewhere in this volume. Be sure to make use of this material.

Measuring the Troop's Worth

And then, for measuring the Troop's worth turn to the Scout Oath. It stands unchanged. As long as your boys try to live it your Troop is bound to progress and prosper. It's not what your boys wear on their Scout shirts, but the way they feel inside, that makes them real Scouts. It is not so much the face it shows to the public, but the living within it that proves the Scout Troop.

The Troop Finds Itself

The permanent Troop has begun to find itself. It struts and swaggers a little. It begins to develop Troop Traditions ("That's the way we do it in Troop 3!") It sees that Troop publicity appears in the papers and publications. It takes upon itself Troop Good Turns and service projects. The Patrol Method is in full swing. The Troop Committee is being called on to do things. Parents are not only interested, they are participating in Troop affairs. A normal balance of age and rank is maintained. Scout advancement is continuous, older boys are being used to lead. The Troop attends summer camp as a Troop with its Scoutmaster in charge.

Is it going to live? You bet! It is on its way to becoming the finest Troop in America—no, wrong!—in the whole, wide world.



CHAT 7

THE NEW SCOUTMASTER IN AN ESTABLISHED TROOP

IT is one thing to start a new Troop, and another, quite different, to take over an old, established Troop.

Is it easier or more difficult? That depends on a number of different factors:

Are you new to Scouting or have you had previous experience as a Scout, a Patrol Leader or even as a Scouter?

Is the Troop you are to lead known as an exceptionally good Troop, a good Troop, an average Troop—or is there a doubt in someone's mind that it may even be classified as average?

What type of Scoutmaster was the previous leader?

Was his leadership extraordinary, good, fair, or was he just tolerated by the boys? Did he make possible hiking and camping? Did he help his leadership by wearing the Scout Uniform? How are the Patrols functioning? How is the boy leadership? How is this and that and all those other things?

As you see, there are many items to be considered and studied before you begin your leadership in the place left vacant by a retiring or transferring Scoutmaster.

Get Training First

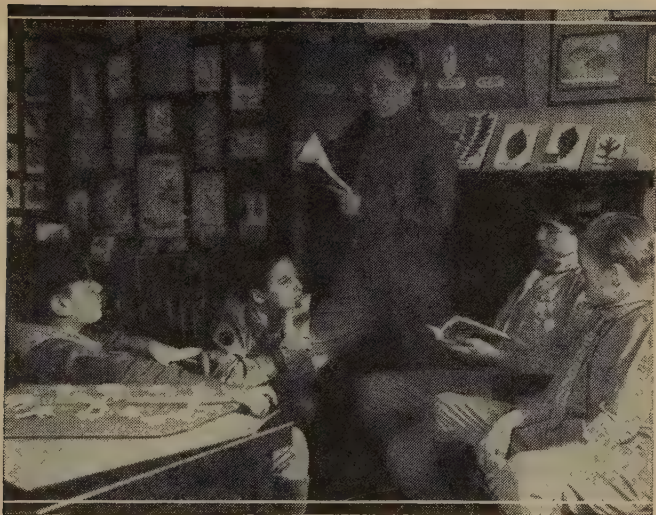
If you are new to Scouting, by all means get a certain amount of training first. Study the official manuals to get a working basis. Then visit, with the advice of the Scout Executive and the District or Neighborhood Commissioner, a couple of good Troops that are run along the lines advocated as real Scouting. Talk over Scoutmastership with other Scoutmasters. Sit in at Troop Leaders' Council meetings. Take part in a Troop hike if you can manage it. Go through a Local Council training course if one is available at the time.

But what about the Troop in the meantime?

The Troop will not suffer, even if you have to postpone its meetings a couple of weeks. As long as the boys know that something will happen, they will be there when you call them.

Meet with the Troop Leaders

You have already, of course, met with the Troop Committee and discussed with it the Troop and its membership, and secured an estimate of the previous leadership. Now the time comes to have a conference with the Troop's boy leaders and Assistant Scoutmasters, if any.



Patrol Leaders get together to plan and work out with the Scoutmaster their part in the success of the Troop. Give them opportunities.

Make it a friendly conclave. Get the Patrol Leaders at their ease. Show them your interest in their activities and let them feel your trust in them. Get them to tell of their activities, of their boys, of the grand experiences they have had in the Troop. Learn something about the Troop's traditions, its ways of doing things, its meetings and outdoor adventures. But don't attempt to "pump" the boys, or they may be less free with the information they volunteer.

Then settle down to discuss the glorious future of the Troop in general, and the next Troop meeting (your first with the boys) in particular. Plan it well, decide upon activities and assign leadership. Finally, dismiss the Leaders with a Scout Handclasp and a re-

quest for their cooperation: "I depend upon *you* to make *our* Troop the finest Troop possible."

Before Your First Meeting

In the interim, before the meeting, make a thorough study of the Troop Records and the Troop Roster. Study the attendance and the advancement, and try to memorize as many names as possible. You will find it effective to be able to say: "Oh, are *you* Bobby Jones? It certainly is wonderful that we have a Life Scout in the Troop!"

Then call the meeting, preferably by sending a personally signed postcard to each boy.

Your First Meeting

If well planned with the Patrol Leaders in advance, your first meeting should be a success. It will be well to have present a member of the Troop Committee, with whom the boys are familiar, or a Local Council representative to introduce you officially as the new Scoutmaster. If this is not feasible, you will have to introduce yourself. In any event, you should use a part of the program to tell your boys of your enthusiasm and interest in the Troop, of all the good things you have been told about them, and of your hopes for a great future for the Troop, which will be assured through the combined efforts of everyone.

After the meeting, make a special attempt to meet the boys separately for short friendly chats.

"Familiarity Breeds Attempt"

As the novelty of your presence wears off a bit, there is the possibility—nay, *probability*—that the boys may attempt to test you out to see how much you will let them "get away with." Be a sport. Let them feel that

there are certain boyish pranks which you consider entirely innocent, but let them also learn promptly that at a certain point you draw the line, and that they had better not try to cross it. Be friendly and firm. Take the "Scouty" attitude, and remember that if you keep the program full and saturated with boy-interest features, you will have few problems of discipline.

Study the Troop

As you become familiar with the boys and with the leaders, you will be able to chart the future course of the Troop. You will discover the efficiency—or lack of it—of the leadership, and will learn to what extent the Patrol Method has been used. If the Troop organization is strong, you will naturally make every effort to further strengthen it. If, on the other hand, the Patrols are only "sham" Patrols with figurehead leaders, you will set about to reorganize the Troop.

But go slowly, so as not to antagonize the present leaders or the boys. Take up the matter of reorganization at a Troop Leaders' Council, and either secure the Patrol Leaders' promise to improve their Patrols and their own leadership, or their cooperation in undertaking the reorganization. This, then, may be done along the lines suggested in the Chat on "The Patrols and Their Leaders."

The Program of the Troop

The program of the Troop should be made a special consideration at Troop Leaders' Council discussions. There may be many remarks such as "That's how we do it in Troop 1" that should be heeded. On the other hand, do not follow slavishly the previous procedure of the Troop. Certain features may be a success under one type of leader, but not under another. Anyway, the boys will expect new things from a new

leader. Set up objectives to reach and decide upon a long-span program for the Troop.

"A Scout Is Loyal"

As you gain the confidence of the boys they may start to speak unguardedly to you of their old Scoutmaster. This will become the greatest test of your tact and diplomacy.

The previous Scoutmaster may have been good, yet may have had human frailties or certain peculiar characteristics which the boys may like to recall and elaborate upon for your edification. Make them realize from the start that you do not stand for gossip. Make them understand the unfairness of attempting to ridicule a man who gave of his time and his efforts to serve them. Make them see that they owe loyalty to their old leader.

On the other hand, the previous leader may have been exceptional and beloved by every boy in the Troop. You may feel humbled at times—maybe even a bit jealous—because of their frequent mention of their old Scoutmaster, and their continued tendency to idolize him. This is perfectly natural. But by all means, do not let the boys sense this. Turn their hero-worship into an asset to the Troop. There may be many instances in the beginning when a tense situation may be straightened out with a soft spoken: "Do you really think Mr. So-and-So would have been proud of you for having done this and that?" Eventually, as you grow in your boys' estimation there will be fewer and fewer references to their old leader.

Then it may be *you* who may bring up his name from time to time, and thus add his remote influence for character-building and citizen-training to your own and make both vital in the lives of your Scouts.



CHAT 8

ORGANIZATION IN RURAL AREAS

AS Scouting reaches out to influence the boys of rural districts, its organization procedure may be changed to fit the distinctive needs of the youth to be served.

Boys want to be Scouts.

It is up to us who believe in Scouting to make it possible for their wish to come true, wherever they may live. To accomplish this, our Movement provides several workable plans for reaching the rural boy. Leaders need only find the boys, analyze their local conditions and use the particular organization plan most applicable to them on the basis of their home, school, church, grange and neighborhood needs.

Possibly a rural Troop can be organized to accommodate the boys in the town, but it is probable that some other plan of organization may better suit the boys on farms and in the villages.

These other plans are:

1. *The Neighborhood Patrol*, consisting of from two to eight regularly registered Scouts under the leadership of a Scoutmaster, who has been approved by three parents of the boys.

2. *The Lone Scout Tribe*, consisting of not less than five boys registered as Lone Scouts under a Tribe Scoutmaster, and sponsored by an institution or directly by the Local Council or District Committee.

City boys have certain needs, boys of the rural community others, and boys who live in the open country have still a different set of factors on which their needs are based. So when a rural Troop or a Neighborhood Patrol or Lone Scout Tribe is organized, there is necessity for rural understanding on the part of the leader, in planning the activities of his boys.

Throughout this *Handbook for Scoutmasters* a variety of activities suggestions are presented so that *every* Scoutmaster—of Troop, Tribe, or Neighborhood Patrol—will find practical helps to meet his programming needs.

The Neighborhood Patrol

The conditions under which a Neighborhood Patrol may be established are described in the By-laws of the Boy Scouts of America (Art. XI, Sec. 1, Cl. 10):

“In rural or sparsely settled areas where it is impracticable to organize a standard Troop, a Neighbor-



Advancement is a steady progress with the Rural Scout. He finds time for study between chores.

hood Patrol may be organized, provided the Patrol agrees to be merged with other Patrols when organized, to form a Troop. The Patrol may be attached to a Troop in another community, with the approval of local Scout authorities involved.

"No charter shall be granted for a Neighborhood Patrol. Formal application to organize shall be made upon a blank provided by the National Council for that purpose.

"No Neighborhood Patrol may be organized with less than two or more than eight boys."

This plan makes possible the immediate start of Scouting in a small community, since only two boys

are required to get it underway. It plays fair with the boys by making it possible for them to become Scouts and get the benefits of Scouting without waiting for the registering of a larger group.

Yet this does not interfere with the boys' Scouting growth. On the contrary, in some cases it means the building of a Troop in a simple, natural way, since "the Patrol agrees to be merged with other Patrols when organized, to form a Troop." In other cases, the one small group may grow to meet the requirements of a Troop with reference to numbers.

And still, if this expansion is not possible in any particular place, the boys may still enjoy all the thrills and joys of Scouting in their permanent Neighborhood Patrol.

Leadership

The adult leader of the Neighborhood Patrol is a Scoutmaster and meets the requirements for this office, as described in Chat 9. He has the same standing, opportunities, privileges as has any Scoutmaster.

"He shall be approved by not less than three fathers or guardians in the community. The Scoutmaster's guarantors shall have no other responsibility than to see that he justifies their guarantee, nor shall institutional sponsorship be required." (By-Laws, Art. XI, Sec. 1, Cl. 10).

Where to Meet

The Patrol may meet in the homes of its members or in a public place in the community, such as a church, school, Grange hall, community house, creamery, warehouse or club house.



A Lone Scout, with his dog, drives by on his hay rick. He is dreaming of the Lone Scout Pow Wow when their Tribe will camp together.

The Program of the Neighborhood Patrol

In planning the program of the group, the emphasis is naturally placed upon the fact that it is truly a *Patrol*, although it is under direct adult leadership. For this reason the Scoutmaster of a Neighborhood Patrol will find valuable aids in the *Handbook for Patrol Leaders* which is definitely designed to provide program material for small groups, and to give help for meetings, hikes, camps, stunts, games, handicraft and so on.

Many of the suggestions in that Handbook are directly applicable to the Neighborhood Patrol, although a rural emphasis is always desirable.

The Lone Scout Tribe

Before discussing the Lone Scout Tribe, it is necessary to define a Lone Scout.

The Lone Scout

"A *Lone Scout* is a boy who follows the Scout Program as an individual, under the leadership of a Lone Scout Friend and Counselor, because for satisfactory reasons he cannot affiliate with a Troop or a Neighborhood Patrol or Ship. Lone Scouts in the territory of Local Councils having Lone Scout service come under the jurisdiction of the Local Council; Lone Scouts in other territory carry on their program by correspondence under the supervision of the [Rural Scouting Service in the] Operations Division [of the National Office]." (By-Laws, Art. X, Sec. 5, Cl. 1.)

"*The Lone Scout Friend and Counselor* is an adult Scouter who meets the same requirements and has the same privileges as other Scouters, and serves as the personal friend and leader of a Lone Scout, who with the consent of his parent or guardian, secures his Friend's registration to serve in that capacity. He acts as examiner for the Scout in his advancement requirements and otherwise functions as do Scoutmasters for individual members of Troops." (By-Laws, Art. X, Sec. 5, Cl. 2).

The Lone Scout plan thus permits boys under their own home conditions to become members of the Boy Scouts of America without affiliation with any organized Scout group; or he may, with his friend and counselor, join a Tribe of Lone Scouts.

The Lone Scout Tribe

Most boys experience more fun and enjoyment by working with other boys in their activities. For this reason and to help the boys to achievement in Scout-

ing, the establishment of Lone Scout Tribes is encouraged on a county or district basis.

The conditions for this are the following (By-Laws, Art. XI, Sec. 1, Cl. 11):

“(1) Lone Scouts in territory under Council supervision who are so located that a local Troop, or Neighborhood Patrol is impracticable, may be organized into Lone Scout Tribes upon approval of the Local Council. Lone Scouts in territory not under Local Council supervision may be so organized upon approval of the National Council.

“(2) The membership of the Lone Scout Tribe shall be not less than five, nor more than thirty-two Lone Scouts, except with the approval of the Local Council, or of the National Council if the Tribe is not under Council, provided that in their judgment adequate additional leadership is enrolled.

“(3) Lone Scouts in territory not under Local Council supervision if living adjacent to Council territory may, upon approval of the Local Council, be affiliated with Tribes, Patrols or Troops within the Council territory.

“(4) When there is a sufficient number of Lone Scouts in any given community, the Local Council may organize these Lone Scouts into such Scout unit as conditions permit, a minimum of two boys being required for a Neighborhood Patrol, five boys for a Lone Scout Tribe, and eight boys for a Troop.

“(5) A Lone Scout Tribe may be sponsored directly by the Local Council, or, as otherwise provided for a Troop, be chartered annually and be under the supervision of a Tribe Committee, as provided for Troops.

“(6) The active adult leadership of the Tribe shall be designated as Tribe Committeemen, Tribe Scoutmaster, and Tribe Assistant Scoutmaster. They shall

be appointed and commissioned in the same manner as are Troop Scouters. These Scouters shall be required to meet the same membership requirements and leadership responsibilities and shall have the same privileges and opportunities as provided for all Troop Scouters."

Organizing the Tribe

A Tribe is different from a Troop or Patrol in that its membership is first secured on an individual basis. Boys register as Lone Scouts, and after five or more have registered, they are brought together and organized with a view of giving them a chance for group action on a monthly basis with adult leadership, and with group opportunities to get training in Scoutcraft from each other and from special instructors who come to meetings on invitation.

The Tribe may, as mentioned, be sponsored by the Local Council through its Rural or District Committee, or a separate institution may sponsor it and choose a Committee for it. In a number of Councils, a rural Troop, located in a town or village, sponsors a District Tribe of Lone Scouts, and Troop members are responsible for recruiting farm boys of the trade area around the town, giving instruction and making possible a fine relationship between the boys of the country and those of the town. In this case, there should be free exchange of courtesies; farm boys of the Tribe may entertain the Troop; the Troop may entertain the country boys in the town. These occasional hikes working both ways will keep up continuous interest and establish a mutual friendship and respect among the boys.

Tribes reregister every year. They may have Patrols, just as do Troops, but these Patrols should not be confused with separate Neighborhood Patrols which are independent of all organized Scout units.



It's milking time. The setting sun strikes level across the fields. Lone Scouts herd the cows into the barnyard.

Activities of the Tribe

The Tribe usually meets once a month. But no effort should be made to hold Tribe meetings at the same place all the time, because a Tribe is a federation of boys from many neighborhoods. Places may be selected that will be helpful to seasonal Tribe activities and convenient for the boys served.

Tribes may locate and build Tribe huts, dens or camps and may hold an occasional over-night or short-term camp, special meeting or a pow-wow at these places. In the winter, meetings may be held at Grange halls, school houses, churches, farm homes, club-houses, community buildings—in fact wherever comfort and sufficient space make possible successful activity.

Programming for Rural Scouts

Since the rural Scoutmaster lives in the country and is a part of it, he knows its problems intimately from within and the special needs of the boys of his community.

He will realize that the Scouting ideals and the Scouting program in all their aspects, as presented throughout this *Handbook for Scoutmasters*, are applicable to rural territory. The program emphasis should be changed to fit certain situations, and to make sure that boys get Scouting at its best near their homes.

Variety in the Program

It is possible that, for example, the programs of the Neighborhood Patrol and the Tribe may require more variety than the programs of a city Troop, in order to hold the interest of the rural boys. And, of course, they will require different emphasis for different types of rural areas—the fruit belt, the dairy regions, the grazing lands, and others.

In general, the popular rural program may be less physical and more social and mental. The rural boy already does much outdoor walking so that hikes for him should be aimed at recreation and mental exhilaration, such as that provided by trips to cities, to museums, to nearby places of special interest.

In most cases trips to the water—the beach, the lake, the river—will still have their strong appeal.

To provide camping, the Scoutmaster may find that several obstacles must be conquered, not the least being the fact that the early summer camping season is the season also of much farm work.

The Advancement Program

Because it is often necessary to have long interims between meetings, a large portion of each meeting program may be used to introduce the subjects of the Scout Requirements and of Merit Badges, and to stimulate the boys' enthusiasm for advancement which may fill much of their time, and on which they may work alone or with a buddy or with a Friend and Counselor.

Merit Badges of particular interest to the rural boy in Scouting are provided. The Scoutmaster may find details of these and of many other distinctly rural program features in the *Handbook for Boys*.

To put over this program effectively, the Scoutmaster may secure the aid of County Agents and State agricultural experts. The Merit Badge pamphlets published by the Boy Scouts of America contain a wealth of information, and further pamphlets and bulletins may be had free of charge or at a nominal cost from your State College or other Extension Departments or the United States Government. (Write to the U. S. Department of Agriculture, Washington, D. C., for a list of publications on the subject desired.)

The Social Program

The rural group has a great advantage over the city Troop in the fact that parents' support may be more readily available for participation in special Scout events. In the city with its bustle, the many diversions cause family life to be less unified than in the country. The members of the rural family more often spend their evenings at home together, unless special activities cause them to go out together.

The rural Scoutmaster has a real opportunity to enrich the life of the community, by accepting a large

share in community responsibility for assembling people. The boys will enjoy it, and so will their parents.

The rural group may thus have many more public activities than the city Troop, many more public evenings of Scout games in which old and young may participate, evenings of first aid or other instruction, and many more "feeds"—hamburger roasts, covered dish suppers, barbecues, doughnut parties. It is even possible that certain of the values of the old singing school, the literary society, the barn dance, the husking bee may be given to the community through a Scout meeting open to an invited and interested public.

The Leader

Upon the rural Scoutmaster rest the responsibilities of being a real leader, of developing local cooperation, of serving and enriching the life of his community and of pointing the way to his boys toward realizing plans for useful living.



PART III

LEADERSHIP

CONTENTS OF PART III

•

CHAT 9
Troop Leadership
Page 117

•

CHAT 10
The Troop Committee
Page 141



CHAT 9

TROOP LEADERSHIP

THE most outstanding factor in the building of a Troop is its leadership. While physical surroundings, types of boys served, types of cultural background and other outside forces may influence the Troop, its success or failure can practically always be traced directly to its leadership.

By this leadership is meant not only that provided by the Scoutmaster, but also that leadership which is provided by adult Assistants, Junior Leaders and boy leaders, besides the guidance which may be obtained from those men who stand behind the Troop, the members of the Troop Committee.

The Troop's Leaders

The Troop Leadership consists of the Scoutmaster, one or more Assistant Scoutmasters, Senior Patrol Leader, Junior Assistant Scoutmasters, Patrol Leaders, Assistant Patrol Leaders, Troop Scribe, Troop Quartermaster, Troop Bugler, and such others as the Scoutmaster may desire.

The general duties of the Troop Leaders are:

1. Planning and directing the activities of the Troop.
2. Regular attendance at all Troop activities.
3. Promptness in executing duties delegated to them.

COMMISSIONED TROOP SCOUTERS

Scoutmaster

It has been said time and time again that the Scoutmaster is the "key man" in Scouting. Of course he is!

The influence of the personality and training of the Scoutmaster has been found to be the greatest single force affecting the life of the Troop. The By-Laws of the Boy Scouts of America (Art. XII, Sec. 2) specifically state: "The success of the Boy Scout Program is dependent upon the volunteer Scoutmaster who serves without financial compensation. His conception of the rules, spirit and purpose of Scouting and the quality of his leadership control the possibilities for practical results in the work of the boys."

As the Scoutmaster succeeds the whole Movement succeeds. His idealism, his enthusiasm and energy are the driving powers. He has the rare opportunity of leading toward better citizenship a group of eager youngsters.



The Scoutmaster: The "key man" in Scouting, the essential head who directs but does not limit the various activities.

A Scoutmaster's Qualifications

The qualifications of a Scoutmaster might seem to a newcomer rather appalling. But Scoutmastership is not so complicated as it may appear at first, and there are always helping hands ready to come to his assistance.

To be successful, a Scoutmaster will not have to be a "know-it-all," a "Jack-of-all-trades." His job is not to teach the whole subject matter of Scouting—but to lead *boys*—which is something entirely different.

By analyzing Scoutmastership in terms of the objectives of our Movement, its simple fundamentals come to light.

The objectives set before us are *character building* and *citizenship training*. Well, then, how does a Scoutmaster promote these objectives?

First, by his own example. Next, by helping each boy to help himself. And last, by helping all his boys to help each other, by inculcating cooperation in his group. Or, in other words:

1. He is a *man* with the enthusiasm of youth within him.
2. He deals with the individual.
3. He strives to promote team work, group spirit.

The Scoutmaster Gives His Best

To lead through example and encouragement—that then is what is expected of the Scoutmaster. And how does he react to this responsibility?

He gives *thought*, *brainpower*—*prayer*. In other words, he gives *his best*. Stradivari, the great violin builder, is supposed to have said: "If my hands slack, I would rob God, for God cannot make Stradivarian violins without Stradivari." So a Scoutmaster gives his best, for otherwise he would rob his boys of opportunities to grow. He considers carefully all activities of his Troop. He thinks Scouting every day, conceives ways and means of improving his Troop.

He puts forth *physical exertion*. He hikes—he sleeps out of doors—he is physically enthusiastic with his boys and therefore he is accepted by them as one of them instead of as a "pedestaled" leader.

But first and foremost—a Scoutmaster has a burning interest in boys, in their welfare, in their future. He studies and searches out each boy's character and habits in order that he may so place that boy in the Troop that he will find the congenial associates that will help him to live at his best. He guides each boy

in his Scout activities. He makes every boy feel that he has his interest at heart.

The Results

Do the results of that leadership make the effort worth while? Are there any rewards for that leadership?

There certainly are. And some of them are immediate—the friendship, respect, and trust of the boys in his Troop. Occasionally he may be discouraged—feel his efforts aren't appreciated by the boys—that the worry and work are destined to bear little or poor fruit. But who is he to judge? Old Scoutmasters long in Scouting say that the greatest thrills they ever experience are to see boys, now men, who were Scouts in their Troops many years ago, serving as Scoutmasters and Assistants—to hear, indirectly or directly, praise of young men who were once Scouts in their Troops—to see old Scouts succeeding in a big way in college, business or professional life—to hear a parent of an old Scout giving Scouting credit for his son's progress of today!

The Rewards of Scoutmastership

Rewards? A Scoutmaster is not seeking or expecting them—and yet he is receiving them—many of them.

He reaps the rewards of health, of an added belief in his fellow men—a habit of expecting of his comrades fair play. Through association with youth he retains his youth—with all the advantages of maturity! He finds in the Game of Scouting a thrilling avocation; he has fun. And as he leads, his leadership abilities are developed with initiative, resourcefulness, perseverance as their natural by-products. And what

man living the principles of the Scout Law is not himself a better citizen?

If Scouting develops the individuality of the boy, it does quite as much for the man. He gains from Scouting joy in living, a keener conception and practice of everyday religion and the satisfaction of a job well done and an incalculable service rendered.

“Who works for glory misses oft the goal;
Who works for money coins his very soul;
Work for the work’s sake, then—and it may be
These others shall be added unto thee.”

Requirements for Scoutmastership

We shall not discuss further the qualifications of the good Scoutmaster. Suffice it to state the requirements for his appointment, and his duties, as specified in the By-Laws of the B. S. A. (Article XII, Sec. 2):

A Scoutmaster shall be at least twenty-one years of age and shall be chosen because of good moral character and his interest in work for boys. He need not be an expert in all of the Scout activities, but should be able to command the respect of boys in the management of his Troop. He should attend all meetings and outings of his Scout Troop, delegate as much of his duties as possible to Assistants and Patrol Leaders and make use of different experts in the various activities included in the Scout Program. He, with the cooperation of the Troop Committee, is responsible for the general program and supervision of the work of the Troop. All recommendations for commissions for men to serve as Scoutmasters shall originate with the Troop Committee.

The Scoutmaster shall further (By-Laws, Art. XII, Sec. 15) be a citizen of the United States or shall have legally declared his intention to become a citizen, and



A few friendly words from the Scoutmaster, and the Scout who is working out some problem goes happily on his way.

shall subscribe to the Scout Oath and Law, the Constitution and By-Laws of the Boy Scouts of America and to the following statement of religious principle:

"The Boy Scouts of America maintains that no boy can grow into the best kind of citizenship without

recognizing his obligation to God. In the first part of the Boy Scout's Oath or pledge the boy promises, 'On my honor I will do my best to do my duty to God and my country, and to obey the Scout Law.' The recognition of God as the ruling and leading power of the universe, and the grateful acknowledgment of His favors and blessings, are necessary to the best type of citizenship, and are wholesome things in the education of the growing boy. No matter what the boy may be—Catholic or Protestant or Jew—this fundamental need of good citizenship should be kept before him. The Boy Scouts of America therefore recognizes the religious element in the training of a boy, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the organization or institution with which the Boy Scout is connected shall give definite attention to his religious life." (Constitution, Art. III, Section 1.)

The Scoutmaster is commissioned by the National Council through the Local Council. The Commission is renewable annually, upon due evidence of satisfactory leadership.

Duties of a Scoutmaster

A Scoutmaster's duties are varied.

He is first of all directly responsible for carrying out the Scout Program in his Troop by means of properly planned and conducted Troop activities. He is responsible for the conduct, morale and discipline both of his Troop and its individual members. He works in cooperation with his Troop Committee and under the general supervision of the Local Council (except in the few localities where there is no such body).

His objective is to get the boys to do things, not to do them all himself. To this end he runs his Troop

TEN ESSENTIALS OF SCOUTMASTERSHIP



A belief in boys that will make you want to invest yourself and your time on their behalf.

A zeal focused upon one point—the boy's happiness through his formative years—"A happy boy is a good boy, a good boy is a good citizen."

An immense faith in Scouting as *the* program that will best serve to mould our youth into fine men.

A realization that to the boys Scouting is a game—to you, a game with a purpose: Character building and Citizenship training.

A knowledge that to your boys *you* are Scouting. "What you are speaks so loud that I cannot hear what you say!"

A steadfastness of purpose to carry out a planned program with energy and perseverance, patience and good humor.

A willingness to submerge yourself and make boy leaders lead and grow through an effective application of the Patrol Method.

A desire to advance in Scoutmastership by making use of training offered and material available on the subject.

A readiness to work hand in hand with home, church, sponsoring institution, school, Local Council, National Council for the good of the individual boy and the community as a whole.

A love of the outdoors in all its phases and a vision of the hand that created it.

squarely along the lines of the Patrol Method by continuously placing as much responsibility as possible upon his Patrol Leaders for the conduct of the Troop and Patrol work, and by training the leaders to carry such responsibility.

He is the immediate executive and administrative head of his Troop. As such he supervises the Troop's activities and whenever unable to be present delegates his authority to the proper officer. In cooperation with the Troop Committee, he selects and recommends his Assistants, and he directs and supervises their work, thus developing the Troop staff so that it actually will carry on the management of the Troop in its many details.

He gives attention to the individual problems of each Scout, seeing that the Scout has opportunity to develop his natural talents. He aims to inculcate in each boy an understanding of the Scout Ideals and personally meets and trains every new Scout in the Scout Oath and Law.

In an effort to know his boys better, he seeks to establish friendly relations with their parents, and he respects the parents' wishes in his relationship to the boys' intimate problems.

He confers with his Troop Committee frequently on all matters pertaining to Troop administration and enlists its help for the accomplishment of special undertakings.

He cooperates with his Local Council in making the Scout Program effective among the boys of his community.

The Scoutmaster is a LEADER in the truest sense of the word. Through his enthusiasm and his example he inspires his boys to good Scouting in spirit as well as in letter.



The Assistant Scoutmaster carries much of the Troop details, giving the Scoutmaster more time for individual contacts.

Assistant Scoutmaster

It is important for the Scoutmaster to have one or more Assistants who can be of real help to him in running the Troop. The type of man picked for an Assistant therefore depends largely upon the Scoutmaster, since he is the one who knows the type with which he can work best.

The preferable Assistant Scoutmaster is one who has come up through the ranks and therefore is thoroughly familiar with the Scout Program, who can help out in any capacity when the Scoutmaster needs him, and who is training himself to become a Scoutmaster at a future date.

According to the By-Laws (Art. XII, Sec. 3), "As-

sistant Scoutmasters shall be at least eighteen years of age and may be selected and promoted because of their experience as members in a Troop and efficiency in Scouting." They are commissioned by the National Council on the same conditions as the Scoutmaster.

Duties of the Assistant Scoutmaster

Assistant Scoutmasters perform such duties and assume such responsibilities as are assigned to them by the Scoutmaster. The most important of these is the running of the Troop in the absence of the Scoutmaster.

Part of the actual supervision of the Troop should be entirely up to the Assistant, and, if there are several, each one should have a definite service to perform to the Troop under the Scoutmaster's direction. This might involve:

- General hike and camp leadership.

- Reviewing of Scout Requirements.

- Instruction on special subjects.

- Presence at the first meetings and hikes of inexperienced Patrols.

- Directing the activities of Junior Assistant Scoutmasters.

- Troop meeting program organization.

The most successful Scoutmasters assign one or more specific responsibilities to each Assistant and *give him an opportunity to perform them*, subject to general supervision.

WARRANT TROOP LEADERS

Senior Patrol Leader

The office of Senior Patrol Leader is also an important one, for he is the link between the Patrols and

the commissioned Scouters. He serves as a Troop leader, not attached to a Patrol, and should be selected by the Troop Leaders' Council with the approval of the Scoutmaster. He ranks in the Troop next to the Assistant Scoutmaster.

The office is open only to a First Class Scout who has served for a minimum term of twenty weeks as Patrol Leader (By-Laws, Art. XII, Sec. 16, Cl. 1). This last point is of great importance. Since he will be consulted by the Patrol Leaders and is expected to aid them, he should be an expert in Patrol problems, and should be of strong character, proficient in Scouting and of marked ability as a leader. His appointment is authorized by the Troop Committee on the recommendation of the Scoutmaster.

Duties of the Senior Patrol Leader

The Senior Patrol Leader performs such Troop administrative and executive duties as are assigned to him by his Scoutmaster. He is usually made responsible for directing the movements of the Troop meeting programs as planned by the Troop Leaders' Council, in order to keep the program on schedule.

Through the Patrol Leaders he encourages Patrol activity and Scout advancement.

He assists the Patrol Leaders in the planning of Patrol meetings and hikes, and aids them in training for such special events as District or Local Council Rallies or Camporees.

He studies each Patrol and the Troop as a whole and presents to the Scoutmaster any questions or subjects that may be valuable to the Patrols' or the Troop's activities or welfare, originating among the Scouts themselves.

Junior Assistant Scoutmaster

A First Class Scout sixteen years of age or over may be appointed as Junior Assistant Scoutmaster. A warrant is issued by the Local Council upon the recommendation of the Scoutmaster and the Troop Committee.

This optional rank may be utilized to provide for Assistant Scoutmaster service to the Scoutmaster in cases where there are no men eligible for commissions as Assistant Scoutmasters, or where there are not sufficient Assistant Scoutmasters and where effective service can be rendered by a First Class Scout under eighteen years of age.

The office of Junior Assistant Scoutmaster may also be used for the purpose of holding the interest of First Class Scouts, sixteen years of age or over, as expert instructors or for other service to the Troop, but not to perform the usual executive duties of Assistant Scoutmasters.

There is no limit to the number of Junior Assistant Scoutmasters which a Troop may have. They pay the same registration fee as other Scouts and are registered on the regular blanks like other Scouts, with a notation after their names indicating their office. They have the privilege, however, of wearing the same uniform as a Scouter.

Duties of the Junior Assistant Scoutmaster

Specific duties of this officer may be:

Game leadership. In this capacity he helps plan games for the game periods of all meetings and hikes and has charge of the Troop during this period in Troop meetings, securing in advance such materials or equipment as are needed and staging the games.



The job as a Junior Assistant Scoutmaster gives the older boy a chance to serve the Troop.

Instruction in special Scout Requirements in which he excels and coaching of Tenderfoot, Second Class and First Class Scouts.

Outdoor Activities Director, giving help whenever possible to the Patrols, as well as actively directing arrangements for Troop hikes and camps.

Contest Leader, arranging for Patrol contests in Scoutcraft, stunts, yells, special feats.

Drill Master in charge of practice at meetings and execution on hikes and parades.

Troop Librarian, Troop Scribe, Troop Quartermaster.

Editor of Troop Bulletin, Press Club member, and correspondent for community newspapers.

He may also be put in charge of certain Troop projects that arise from time to time such as Troop Good Turns, the decoration of the meeting room, the investigation of appropriate camp sites and hike routes, and the like.

It is essential that the Junior Assistant Scoutmaster be given enough to do to keep his interest in the Troop and the community. He is at the age where he may decide to be a Scoutmaster when his time comes, or to drop out entirely. If he decides in favor of the first, in a great many cases he will apply for his Assistant's commission when he is eighteen and later become Scoutmaster. His interest should be kept burning and he should be made to feel that the Troop needs his services.

PATROL OFFICERS

Patrol Leader

Next to the Scoutmaster, the Patrol Leaders may be the officers who most directly influence the boys of the Troop. For this reason it is imperative that they be the right kind of Scouts, receiving the right kind of encouragement and training from all Troop officers above them.

The qualifications and duties of a Patrol Leader are thoroughly discussed in Chat 12.

Assistant Patrol Leader

The selection of his Assistant is the responsibility of the Patrol Leader in conference with the Scoutmaster. Obviously he will be able to work better with a boy congenial to him. The Patrol Leader should be aided, however, to pick his Assistant not because of personal friendship, but on the basis of all-round ability, leadership qualities, and acceptability to the Patrol. He trains his Assistant, with the Scoutmaster's cooperation, so that the latter may himself qualify in time as a Patrol Leader.

A frequent and usually successful arrangement is for the Leader and his Assistant each to assume particular supervision of one-half of the Patrol's membership. Often the leader will assign a special duty to his Assistant, perhaps the keeping of the Patrol records or the instruction in some phase of Scoutcraft.

OTHER TROOP OFFICERS

Troop Scribe

The office of Troop Scribe should be given to a boy who is proficient in Scouting and is capable of keeping the necessary Troop records under the supervision of the Scoutmaster or one of his Assistants. The selection of an accurate business-type boy for this position relieves the Scoutmaster of many routine tasks and provides for the Scout a most valuable experience and training. Usually the Scribe retains his connection with his Patrol, although often the office is assumed by a Junior Assistant Scoutmaster.

Duties of the Troop Scribe

The Troop Scribe keeps a record of all Troop activities—the Troop “Log Book”—and minutes of the Troop Leaders' Council, including all attendance.

He keeps a record of each member of the Troop—name, age, rank, office, length of service—and a correct mailing list and telephone list of all officers and Scouts.

He keeps a record of Troop mobilization places and of plans by which its Scouts can be assembled quickly.

He conducts such correspondence of the Troop as the Scoutmaster may direct, to Scouts, Parents, new applicants, Council, etc.

He collects dues from the Patrols, keeps a record of all money received and expended and is responsible (with the Scoutmaster and a member of the Troop Committee known as the Troop Treasurer) for all Troop funds.

Every month he prepares a report of the activities of the Troop for submission to the Troop Committee and the Local Council and cooperates with the Scoutmaster in the preparation of the yearly report.

He furnishes the Local Council with publicity material about the Troop for use in Council bulletins or in local newspapers.

Troop Quartermaster

A boy with abilities along mechanical lines and with a definite interest in the technicalities of camping is usually selected for Troop Quartermaster. Most often he remains a member of a Patrol, although here also the office may be assigned to a Junior Assistant Scoutmaster.

Duties of the Troop Quartermaster

His main duty is to take charge of all Troop equipment. He maintains an inventory of all property, cares for it so that it may not be lost, damaged or abused.



A good Bugler can add much to a Troop's pep and snap on special occasions. The soothing notes of "Taps" will linger in memory.

He takes care of its repair and checks it in and out as it is used by the Patrols.

He promotes and directs the making of Troop, Patrol and individual camp equipment by the members of the Troop.

He is responsible for the proper use and upkeep of the Troop meeting room and supervises the work of the Service Patrol, which is one of the regularly organized Patrols assigned on a temporary basis to be responsible for preparing the room for meetings and cleaning it after meetings.

In camp he is usually given the responsibility of buying the supplies for the Troop with the approval of the Scoutmaster.

Troop Bugler

A boy with special ability may be assigned the office as Troop Bugler.

He should be available to sound the necessary calls at all Troop undertakings, yet usually remains a member of a Patrol.

DISTRIBUTION OF LEADERSHIP

The success of the Scoutmaster depends largely upon his efficiency as an executive. And "A good executive," it has been said, "is not the person who does the work of twenty men, but who gets twenty men to do the work."

As Assistant Scoutmasters are found and as boy leaders emerge from the ranks, the work in connection with the numerous functions of the Troop should be delegated to the various Troop Leaders—each leader assuming complete responsibility for the duties assigned to him, and, what is equally important, each leader encouraged and permitted to perform these duties without continuous "snoopervision" and interference.

The distribution of leadership should be determined in the Troop Leaders' Council. An outline of the duties involved should be developed in advance, and a sug-



The set-up of the Troop: Assistant Patrol Leaders in the bottom row. Patrol Leaders in the second row. Junior Assistant Scoutmaster and Senior Patrol Leader and the Scoutmaster.

gested distribution made. It may be found that the duties divide themselves logically as follows:

Administration	Special Activities
Troop Activities	Records
Scout Advancement	Property
Patrol Guidance	

Then after a thorough discussion and re-arrangement or addition of special duties, the scheme may be adopted and put to work. See suggested set-up on pages 138 and 139.

The Use of Committees

Besides the usual routine of Troop activities, special events or projects may make their appearance on the Troop horizon.

Suggested Distribution of Leadership

Administration
The Scoutmaster

Personnel
Reception of new
members
Investitures
Promotions
Transfers
Separations
Patrol Leaders'
Training
Cooperation with
Troop Committee,
parents, and
Local Council

Troop Program
An Assistant
Scoutmaster

Troop meeting pro-
gram development
Laying of hike routes
Leadership of Troop
hikes
Securing of camp
sites
Leadership of Troop
overnight camps
Ceremonies
Rallies and other
Local Council
Activities

Scout Advancement
An Assistant
Scoutmaster

Scoutcraft Instruction
Review of Scout
Requirements
Records of Advance-
ment
Securing of
Instructors

Suggested Distribution of Leadership

(Continued)

	Arranging for Scouts' appearance before Boards of Review and Courts of Honor
<i>Patrol Guidance</i> Senior Patrol Leader	Cooperating with Patrol Leaders toward effective: Patrol Meetings Patrol Hikes Patrol Overnight Camps Patrol Projects Patrol Records Presiding over Troop Meetings
<i>Special Activities</i> Junior Assistant Scoutmaster	Games Contests Songs and Yells Troop Good Turns Special Instruction
<i>Records</i> Troop Scribe	Troop Log Book Attendance Records Advancement Records Publicity
<i>Property</i> Troop Quartermaster	Troop Equipment Equipment Making Decoration of Troop Meeting Room Upkeep of Troop Meeting Room Purchase of Special Supplies

If a new Troop meeting room has been found, there is the decoration to be designed. The Troop may consider the start of a monthly Troop Bulletin, and immediately an editorial staff must be found. A special entertainment may be planned for the parents, for which the "local talent" should be mobilized.

To handle these projects the wise Scoutmaster will bring into play the special abilities of boys who are not already in leadership capacities but who through definite responsibilities may have their leadership tested and developed.

The method, then, would be to establish temporary boy committees to perform the jobs as they arise. The Troop Leaders' Council will appoint the boy chairman, while he in turn will be permitted to select for his committee those boys he considers best fitted to help him. In this way may be established the "Troop Meeting Room Decoration Committee," "The 'Monthly Bugle' Committee," or "The Parents' Entertainment Committee."

Of course, these committees will receive the aid and cooperation of all Troop Leaders toward making their work a success. But they should be definitely made to feel that the full responsibility is theirs.



CHAT 10

THE TROOP COMMITTEE

SUCCESSFUL TROOPS have good Troop Committees, and by *good* is meant Committees that *commit*.

There are very definite things expected of the Troop Committeeman and he should be selected only if he is the kind of a man who can and will do those things.

Troop Committee Required

According to the By-Laws of the Boy Scouts of America (Art. XI, Sec. 1, Clause 5), "Each chartered Troop of the Boy Scouts of America shall be under the supervision of a Troop or boys' work committee, con-

sisting of three or more male citizens of the United States, twenty-one years of age or over, selected by the institution with which the Troop is connected, or, in the case of a Community Troop, of those who make application for the Troop Charter, one of whom shall be designated as chairman."

Responsibilities of the Troop Committee

By this it is seen that the Troop Committee is an integral part of the Boy Scout Movement. The Committee members may be called upon by the Scoutmaster to help him with special projects, and the By-Laws of the Boy Scouts of America charge them with certain responsibilities, as follows:

The Troop Committee shall be responsible for:

1. *The selection of a Scoutmaster and one or more Assistant Scoutmasters.*
2. *Providing proper facilities for meetings.*

The selection and securing of a meeting place is one of the first responsibilities of the Committee. In an Institutional Troop the Troop Committee occupies a dual capacity as representative of the Troop *and* of the institution, which usually insures the housing of the Troop and lifts a heavy responsibility from the shoulders of the Scoutmaster and his Assistants.

In a community Troop it is the Committee's responsibility to secure a suitable meeting place and maintain it with the help of the Troop and the community.

3. *Advising with the Scoutmaster from time to time on questions of policy affecting the proper interpretation of Scouting and the requirements of the Institution with which the Troop is connected.*

The Scoutmaster is or should be the technical expert on Scouting in the Troop. He can always refer to

his Local Council or to the National Council, when questions of interpretation arise, but many matters can be settled locally with the advice of the Troop Committee.

The Troop Committee should also transmit and interpret to the Scoutmaster the rules, regulations and requirements of the Troop's Sponsoring Institution.

4. *The observance of the rules and regulations of the National Council, Boy Scouts of America. They will seek opportunity, through literature or training courses, to become familiar with the regulations and fundamental policies of Scouting in order that they may render this service to the Scoutmaster more effectively.*

In the observance of these policies the Troop Committee's support is fundamental.

5. *Encouraging the Scoutmaster and his Assistants and the members of the Troop in carrying out the Boy Scout Program as outlined in Article VI of the By-Laws. The members of the Troop Committee will take pride in the appearance of the Troop and will cooperate with the Scoutmaster in securing the proper use of Uniforms, Badges and Insignia by members of the Troop. (See the pamphlet "The Official Uniform, Badges and Insignia," and amendments thereto.)*

They will cooperate with the Scoutmaster in developing opportunities whereby members of the Troop may earn money to secure the Uniform and Equipment and other expenses incidental to Scouting, and be alert to have a maximum number of boys fully and correctly uniformed. (See Chat 18.)

6. *The operation of the Troop in such a way as to ensure its permanency.*

The permanency of a Troop depends on a good Scoutmaster, a friendly cooperation between the

Troop and its parent institution, adherence to regulations and a "live" and varied program.

7. The finances, including the securing of adequate support and the proper disbursement of funds.

It has been well said that we must master the problem of finances or it will master us. One member of the Troop Committee serves as the Troop Treasurer, and it is essential that he study and develop with the Scoutmaster the Troop Budget Plan within the Troop. This plan solves the problem of Troop Finances, prompt reregistration, and a surplus treasury for necessary equipment. The Troop Treasurer is naturally responsible for a regular check-up of the Troop records and funds. The Troop Committee holds title of all Troop funds.

8. Troop Property.

In the matter of acquiring Troop equipment, the Troop Committee can use its influence to secure the best prices on purchased material, to secure gifts, etc. It should be the aim of the Committee to see that the Troop is furnished with all materials and equipment necessary to carry on an effective outdoor program.

The Troop Committee acts as the trustee of the Troop property. If the Scoutmaster leaves the Troop, the property should be turned over to the Committee in trust against the time when a new Scoutmaster assumes charge.

In the event of the dissolution of a Troop or the revocation or lapse of its charter, the Troop Committee shall apply Troop funds and property to the payment of Troop obligations and shall turn over the surplus, if any, to the Local Council, if there be one, or if there be no Local Council, shall dispose of the same in accordance with the direction of the Executive Board of the National Council.

In the case of an Institutional Troop, any funds or



The Troop Committee that aids the Scoutmaster solve his problems and shows a friendly interest will help in building a fine Troop.

equipment which may have been secured as property of the Troop, shall be held in trust by the institution or the Local Council, as may be agreed upon, pending the reorganization of the Troop, or the development of other plans, with the approval of the Council, for the use of such funds and property in connection with a program for character building and citizenship training for the boys of that institution, or by the agreement of those involved, be used elsewhere for the promotion of the Boy Scouts of America.

9. *Securing suitable opportunity for the members of the Troop to spend one or more weeks in camp, with adequate facilities and supervision.*

The Scout Program is an out-of-door program, and well planned, well supervised camping is essential to

every Troop. The National Camping Service has drafted a set of Minimum Standards which must be complied with before any Troop camp can be approved and permitted by the Camping Committee of the Local Council.

10. *Assuming active direction of the Troop in case of the inability of the Scoutmaster to serve, until his successor has been duly appointed and commissioned.*

This is one of the most important functions of the Troop Committee. Lack of leadership in cases where Scoutmasters have been compelled to relinquish their commissions has caused many Troops to disintegrate. The proper leader is needed to hold the Scouts together. In the event that a Scoutmaster finds it necessary to resign, the Troop Committee should immediately delegate one of its members or all members by rotation to give supervision to the Troop. At the same time the Local Council Office should be notified and every effort should be made to secure a new Scoutmaster, with the cooperation and approval of the Local Council.

The Duties in a Nut Shell

In a nut shell, the Troop Committee is expected to keep a good Scoutmaster at the head of the Troop and to maintain those conditions which are necessary for his success.

It should be clearly understood right at the outset that the Committeeman is *not* expected to give personal leadership to Scouts unless his help is particularly requested by the Scoutmaster for some specific project. On the contrary, his job is to handle all matters relating to the success of the Troop which do *not* require direct leadership of boys, so that the Scoutmaster may concentrate on the main job—working

with Scouts. With this understanding the Troop Committee becomes a vital factor in the Troop's life.

Three Factors of Success

There are three factors of success in the functioning of the Troop Committee:

- (1) It must be composed of the right men.
- (2) It must be properly informed of its duties.
- (3) It must be given opportunities for definite service.

The Right Men for the Job

It naturally is of great importance that the right men are found for the Troop Committee, men of personality who are willing to see the job through.

The first requirement for a Troop Committeeman is, of course, a *genuine interest in the Troop*. The fact that he has a boy in the Troop or that he feels very keenly the need for a Scout Troop to round out the work of the Sponsoring Institution makes us fairly certain that he will give his best efforts to making the most out of his own responsibilities.

The next requirement is that he have some *initiative* of his own and be capable of going ahead with a job without having to be continually prodded. The type of Committeeman who is a joy to any Scoutmaster's heart is the one who regularly offers his aid *without* waiting for the Scoutmaster's call for help, who can see from his own observation that the Troop meeting place is inadequate, and who will then go up to the Scoutmaster and say to him, "Mr. Scoutmaster, wouldn't it be a good idea if I should try to get you the use of a good-sized room instead of this little basement you're meeting in now?"

Another requirement is a *willingness to learn* and a willingness to understand his relationship to the

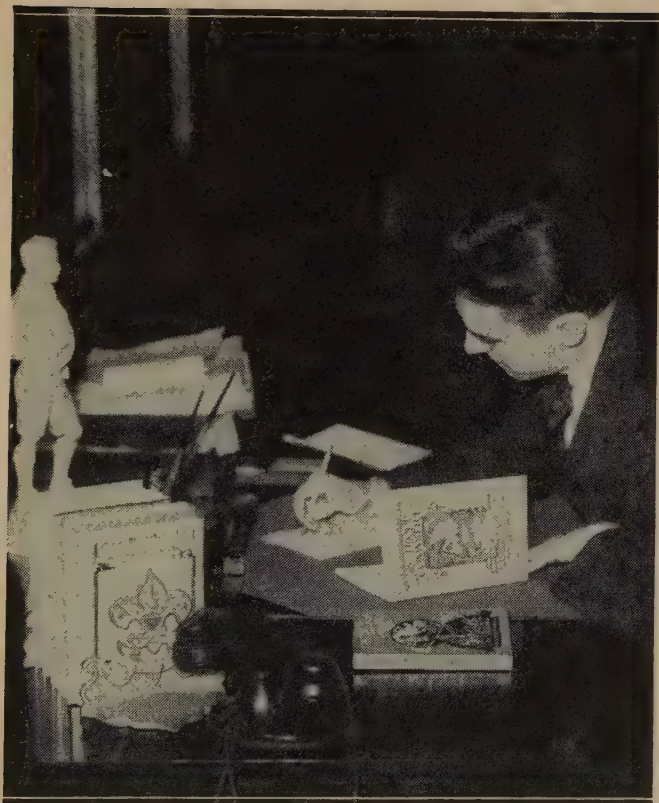
Scoutmaster and the real purposes and methods of Scouting.

A last requirement of a Troop Committeeman is *courage*. Questions often come up and are pressed aggressively by commercial or political interests in a community to have a Troop take a certain course of action. Such situations call for the type of courage which will make the Committee refuse to swerve from the course which it believes to serve the best interests of the boys in Scouting. The Committeeman should not only be willing to take the responsibility for such decisions, but he will make it very clear to all concerned that the responsibility is being taken by the Committee and that the question was not one for the Scoutmaster to decide. However, in these cases the Scoutmaster should be given an opportunity to express his point of view to the Troop Committee.

The responsibility of getting the right men rests with the Sponsoring Institution or—in a community Troop—with the sponsoring group of citizens. If any members of the Committee become inactive or resign, the Sponsoring Institution appoints new Committeemen to take their places, and it is advisable in an established Troop that the Scoutmaster be consulted whenever an appointment is to be made. New or additional committeemen may be appointed at any time. Also, each year at the reregistration time it is quite in order for the institution to drop from the Troop Committee any “dead wood” and to add to it new men as it may see fit.

The Chairman

The Chairman of the Troop Committee may be appointed by the institution sponsoring the Troop or he may be elected by the other members of the Committee. He should, if possible, be a member of the govern-



Troop Committeemen can find a great deal of inspiration in Scout books. The Service Library books show the short cuts.

ing board of the institution in order that he may be the representative of the Troop before the officials of the institution and make a report to them at regular intervals on the accomplishments of the Troop and the work of the Committee.

He should be the representative of the Troop on the Local Council or District Committee unless the Committee decides upon another member for this position, and should hold office for the duration of the Troop year.

Informed of Their Duties

With men of high calibre on the Troop Committee, the Scoutmaster has a tool which will greatly facilitate his work—that is, provided he makes use of it. As mentioned above, only as a Troop Committee actively commits is it a good committee. And it cannot “commit” intelligently unless its members clearly understand and wholeheartedly accept the responsibilities which they have agreed upon in becoming Committeemen.

The Scoutmaster, because of his training, is often in a position to give this information. Also he may refer the Committee to the available literature on the subject (such as the Service Library Pamphlet, “The Troop Committee”) or have the Chairman make arrangements to have a representative of the Local Council office meet with the Committee and explain what other Troop Committees are doing. In addition, the Committeemen may attend training courses presented by the Local Council.

Opportunities for Service

No Scoutmaster should complain “My Troop Committee does nothing” when he has never asked them to render service at any particular time. *These opportunities for service must be presented by the Scoutmaster.* He cannot expect much help unless he indicates his needs, unless there is a cleancut understanding with the Committeemen as to what they are expected to do—and when. “Come down and help pre-

sent Second Class Badges next Friday at 8:30," is better than "Drop in any time." We all know that "any time" is no time at all, or in other words, never.

It is equally important that the Scoutmaster call on boys in the Troop to do things whenever possible—and that he call on adults in cases only when the task to be done cannot be an occasion for letting a boy get the values of feeling that he is doing something. That is "learning by doing."

One of the reasons we have Scouting is that so much is being done for us in modern civilization that there is little left for boys to do. There are many opportunities for men to serve in Scouting, but they must not rob the boy of his chances to do things himself.

What the Troop Committee May Do

The opportunities for Troop Committee service which arise in the life of a Troop are many and varied. Several of them are directly related to the responsibilities of the Troop Committee, and here, of course, the Committee should take the initiative in getting them performed. In other instances, the initiative must come from the Scoutmaster.

At all times, the Troop Committee should keep in mind that *the Scoutmaster and Assistants alone should have direct contact with the boy. Should any Committeeman have occasion to work with the Troop, or any individual directly, it should be done only at the request or with the approval of the Scoutmaster and under his supervision.* The easiest way in which a Troop Committee may destroy a Troop is by going over the head of the leader in taking up things with the boys of the Troop.

Specific Suggestions for Troop Committee Service

The services which a Troop Committee may perform are most apt to occur in connection with the matters enumerated below. In connection with these various items, however, *the Scoutmaster should give boys the opportunity to do things as much as possible*—sometimes in cooperation with adults, sometimes as an individual project for an older Scout.

1. Leadership.

Besides selecting the Scoutmaster and Assistants, be alert toward securing others who may aid the Troop Leaders in their leadership responsibilities.

Aid in securing special instructors and speakers for special occasions, as requested by the Scoutmaster.

Serve as special instructors whenever occasion arises.

2. Meeting Facilities.

Secure material as needed for the decoration or development of the Troop meeting room.

Offer special services in connection with the decoration or development which the boys themselves may not be able to handle, such as wiring, plumbing, installation of heat, etc. If meeting room is inadequate, be on the look-out for a better one.

3. Proper Interpretation of Scouting.

Make available to the Scoutmaster an adequate amount of the literature interpretive of Scouting published by the Boy Scouts of America.

Be the link between the Sponsoring Institution and the Troop.

4. Observance of Rules and Regulations.

Participate in special training for Troop Committeemen put on by the Local Council.

Study the program and fundamental policies of Scouting as expressed in the literature of the Boy Scouts of America.

Assure adequate and creditable representation of the Troop's interests in the administration of the Local Council.

5. *Troop Activities and Uniforming.*

Make possible occasional hikes to distant territory by providing motor transportation to a convenient point of departure on foot.

Get special permission for "industrial hikes" to local plants or places of unusual interest.

Conduct occasional Troop inspections, at the request of the Scoutmaster, in an effort to help him in keeping the boys on their toes and alert at all times.

Provide judges, as needed, for Inter-Patrol contests within the Troop.

Assist toward the Troop's participation in community affairs put on by the Sponsoring Institution, the local church, school or other organizations.

Arrange for Parents' Meetings, handle attendance, reception and other details, leaving Troop Leaders free to prepare and execute programs.

Aid in the development of a Troop library of Scouting literature and suitable boys' books. Promote the reading of BOYS' LIFE by every member of the Troop.

Help boys of small means to secure their Scout Uniforms by finding jobs for them through which they may earn the necessary funds.

Establish a special Uniform Fund or a Uniform Exchange of used Uniforms.

6. *Troop Permanency.*

Unless there has been some unusual catastrophe, a

successful Troop will wish to continue its Charter, year after year. The renewal of the Charter then becomes the business of the Secretary of the Troop Committee, who without awaiting the receipt of formal notification of the expiration of a Charter, should bring the matter to the attention of the Committee for its action. If approved, the renewal forms should be signed by the Committee and the Head of the Institution. at the Committee meeting and then turned over to the Scoutmaster for his completion. It is a sign of a Committee not fulfilling its obligations when it becomes necessary for a Scoutmaster to run around from house to house to find three Committeemen to sign these papers. This is not the Scoutmaster's task. Since he has enough to do, it is a small matter for the Committee to see that these renewal papers together with the necessary fees are filed at the Local Council office in time to permit the Troop to have continuous registration.

In this connection the Scoutmaster may request the Troop Committee to interview the parents of Scouts who have shown irregularities in attendance or dues—or conduct—in an effort to adjust possible personal misunderstandings.

It is quite often within the province of the Troop Committee to confer with parents and explain the principles, policies, program and activities of the Scout Movement, with a view to convincing them that Scouting is *the* thing for their boy.

The Troop Committee should also take it upon itself to provide for an impressive yearly Charter Presentation, in conjunction with the Troop Leaders.

7. *Troop Funds.*

Establish a Troop Budget Revolving Fund.

Secure finances as needed for special projects, and



The Scoutmaster renders an interesting report to his friends, the Troop Committeemen and the District Commissioner.

assist the Scoutmaster in devising ways and means whereby the Troop may earn money.

Serve as custodian of Troop funds, paying bills on proper authorization of the Scoutmaster, and audit the financial records at appropriate intervals.

8. *Troop Property.*

Assist the Troop Quartermaster in checking the inventory of Troop Equipment and devise means of taking care of needed repairs, replacements and additions.

9. *Troop Camping*

Secure permission for Troop and Patrol camping on suitable spots discovered by the Troop.

At the request of the Scoutmaster, call on parents who hesitate about letting their sons attend summer camp, reassuring them as to safety and leadership.

Help poor boys to pay their way to summer camp by securing work for them to do.

Make available needed transportation to camp.

Offer services in filling leadership positions in camp.

10. *Active Direction of Troop.*

If the Scoutmaster resigns this is the proper procedure for the Troop Committee to follow:

- a. Call a meeting of the Troop Committee for action.
- b. Notify the Local Council.
- c. Arrange to have a member of the Committee or an Assistant Scoutmaster, over 21 years of age, act as Scoutmaster in the interim.
- d. Look for a new leader and after his selection have him apply for a commission.

If the Troop Committee after a sufficient length of time and trial be convinced that the Scoutmaster is incapable of handling his job and should be removed, it must seek the advice of the Local Council and abide by its decision, bearing in mind that when a Troop loses its Scoutmaster the Committee must carry it on until a successor has been found, at least until the end of the chartered year. The Charter may not then be renewed until a Scoutmaster is found. But, of course, only very grave repeated offenses against the ideals of Scouting or the rules of the Movement on the part of the Scoutmaster would cause a Troop Committee to consider such a step.

And Finally

Last, but not least:

The Troop Committee will serve the Troop well by leading the parents of all the Scouts to be conscious

Suggested Order of Business for TROOP COMMITTEE MEETINGS

Roll Call of Committeemen, Scoutmaster, and Assistants.

Reading and action on *minutes* of previous meeting.

Report from Chairman—on status of Troop, work accomplished by Committee and Troop Leaders, co-operation with other organizations, satisfaction of Sponsoring Institution, etc.

Report from Treasurer—on Troop budget, reregistrations or Troop Charter renewal, equipment to be secured, methods of increasing the Troop's income, etc.

Report from Scoutmaster—on

1. Net gain or loss in membership.

(a) *Separations*. Name, age, and rank of each boy. Reason for leaving. Length of service in Scouting.

(b) *Transfers*. Names of boys moving away. Steps taken to assure their joining Troops in new communities.

2. The activities of the Troop, including Service Activities, Camp and Hiking Programs, Advancement.

3. List of Scouts completely and correctly uniformed with proper insignia.

4. Number of subscribers to BOYS' LIFE.

5. Financial problems. 6. Needs of the Troop.

7. Specific requests for the service of Troop Committee members on various projects.

Old and new business—such as:

Plans for recruiting more boys.

Reaching the parents of the Scouts.

Getting Troop equipment.

Assigning of Committeemen as aides on Troop projects as requested by Scoutmaster.

Adjournment.

and appreciative of the unselfish and valuable service of the Scoutmaster and Assistants.

But that point, possibly, should not even be mentioned in a Handbook for Scoutmasters.

Meetings of the Troop Committee

The Troop Committee should meet as often as necessary to deal with problems that come within the scope of the Committee's responsibility. During the handling of a problem it may be necessary to meet frequently. Then, there may be intervals when the Chairman of the Troop Committee in close conference with the Scoutmaster does not think it necessary to have a meeting.

The Scoutmaster and the Chairman of the Committee together should prepare an agenda for each meeting, including the usual business routine, reading of minutes, old business to be disposed of, report from the Scoutmaster of past events and an exposition of plans for the future, treasurer's report, and decision upon specific duties to be performed by the Committee, such as a schedule of Troop visitation, investigating new meeting facilities, and so on.

It is only through a definite program of cooperation and a mutual feeling of responsibility for getting the Troop's work done that the Troop Committee-Scoutmaster combination will be truly successful.



PART IV

THE PATROLS IN THE TROOP

CONTENTS OF PART IV

•

CHAT 11
The Patrol Method
Page 161

•

CHAT 12
The Patrols and Their Leaders
Page 171

•

CHAT 13
The Troop Leaders' Council
Page 191

•

CHAT 14
The Working of the Patrol
Method
Page 209



CHAT 11

THE PATROL METHOD

"The Patrol Method is not ONE method in which Scouting can be carried on. It is the ONLY method!"

—Roland Phillips

TAKE any thirty boys, turn them loose in a closed street, a playground, or in a sports field—and you know what happens.

Shortly something will be under way. A clatter of many eager voices raised in discussion—and out of the large group will evolve a number of smaller groups, in gangs, ready for game or mischief.

Such are boys. The impulse of forming gangs is natural to them. They cannot help themselves.

What Constitutes a "Gang"?

In its simplest form the gang is merely a group of boys who habitually play together after school or after work. Accidents of various sorts—age, neighborhood, similarity of interests—bring together a somewhat random group. Immediately the boys react on one another. One or more leaders come to the fore. They take their positions naturally, with little form or ceremony.

The gang organizes itself, finds or makes its meeting place, begins to do things. Usually it has some particular objective in which it is interested, such as baseball, football, going on trips, or—in bad gangs—stealing. Gang spirit is strengthened by this common pursuit and gang honor and gang loyalty thrive. The gang develops a collective mind, and sets forth as a unit to carry out schemes and activities which would hardly so much as enter the head of one boy alone.

The gang is, in short, a little social organism, with a life of its own, reaching beyond the sum of the lives of its several members.

The Gang Becomes the Patrol

This gang, this natural unit of boys for boy activities, is the all important unit in Scouting. It changes its name, it is true, from gang to Patrol, but it is a "gang" just the same, *a small, permanent group of boys allied by similar interests, working together under the responsible leadership of one of its number—the Patrol Leader.*

However, the Scout Patrol is far more than the casual gang of the street corner, the fly-by-night,



Here is a "natural gang" hang out. This Scout has something the gang wants. Adventure, out of doors. They'll be in his Patrol soon.

strong one day, gone the next. It is made permanent and effective through the guidance of an understanding adult. Its activities are laid out according to a plan, full of variety and boy-interest. It is strengthened through adherence to a man-made but boy-accepted code of honor. It is stimulated through association with other similar groups. And yet, throughout, it is fundamentally a boys' gang.

One, two, three, four, or even five Patrols, each under its own boy leader, form the Troop. The Patrols are the working units in Scouting, while the Troop organization provides supervision and coordination, and establishes loyalty and opportunities for service.

In other words, a Troop is *not* divided into Patrols. *A Troop is the sum total of its Patrols.*

The strength of the Boy Scout Program is its ability to satisfy the boy's own wants and at the same time to direct those wants into social channels. The strength of its organization is its fidelity to the boy's own way of organizing. But the reason for our using the Patrol Method in Scouting is not alone because it fits in with the boy's nature and his desires. The remarkable thing is that it fits equally well with the adult leader's aims and purposes.

Developing Leadership

In our Movement's objective of character training for good citizenship we emphasize not only the development of men of good character, but of *leaders of men*. It is by using the Patrol Method that we may succeed in this.

Let us harken back again to Kilpatrick's words: "A boy can not learn what he does not practice." *The only way to develop leadership in a boy is to give him a chance to practice it.* The Patrol method provides this practice by placing upon the boys themselves the responsibility of running their own gangs, of making them—or breaking them. It gives the boys the opportunity to lead. It brings forward boys of decided leadership abilities and awakens in others their latent powers. It gives to all of them their chance.

The Patrol—"A Happy Family"

But also, the Patrol Method offers to the boys an opportunity to *live*.

The way a Patrol is formed, according to the boys' own interests and desires, their own likes, makes for a congenial unit—a "happy family." In the family the bond of blood unites its members. In the Patrol, the bond which unites the boys—often of different

social standing, different environment, rich and poor—is their common share in the game of Scouting.

The fascination of the life in the good Patrol unconsciously creates in its members a strong feeling of loyalty and affection, of obedience to a common cause, and the spirit of "give and take" so necessary in life, with those with best brains, the strongest, the most fortunate, giving a helping hand to the others less gifted. Quite naturally, if this feeling and this spirit are properly fostered, through the wise leadership of an understanding Scoutmaster they will in some way expand and will show themselves in the relations of the boy with his parents, his school, his church, and, later on, in his life as a full-grown citizen.

In the Patrol, gang spirit—Patrol Spirit—nourished and encouraged to grow, will be steadily at work and will produce a whole-hearted participation of all its members. Patrol honor will expand into an active living of the Scout Oath and Law. Patrol projects, such as a hike, the making of camp equipment, a pioneering stunt, will create enthusiasm for the undertaking of other feats, for growth and further accomplishments.

Thus the real Patrol provides from within itself the incentive which will spur its members on to advancement.

Making the Scoutmaster More Effective

Another feature of the Patrol Method is that it simplifies the work of the adult leader and makes it possible for him to be more effective.

The minute the Scoutmaster realizes *a Scoutmaster's job is not to run HIS Troop but to train boy leaders to run THEIR Troop* he will be relieving himself of

much trivial work and reducing the demands on his own time—and will be approaching more nearly the aims of Scouting.

The Scoutmaster who skillfully utilizes *trained* Patrol Leaders is not tied down to the details of first aid and signaling instruction, the worry over dues and attendance, and so on. He has time free to study, to formulate ideas, to keep the Troop progressively advancing, and above all to make his influence toward high character more effective through frequent *personal contacts* with individual boys.

A Scoutmaster gets to know his Scouts better by watching them react to the leadership of others. As an observer he can tell better how to give each boy the sort of personal counsel and friendly guidance he particularly needs.

Insuring the Permanency of the Troop

The Patrol Method also helps to insure the permanency of the Troop. The existence of a Troop that does not use the Patrol Method is often *absolutely dependent* on the continuing activity of the Scoutmaster. When Patrol Leaders are well trained in the responsibility of leadership, they will keep their Patrols active and thus preserve the life of the Troop even after a Scoutmaster is rendered temporarily inactive or finds it necessary to resign.

The Main Object of the Patrol Method

We must keep constantly in mind, though, that "*The object of the Patrol Method*"—as Baden-Powell says—"*is not so much to save trouble for the Scoutmaster, as to give responsibility to the boy—since this is the very best of all means of developing character.* The Scoutmaster gives the aim, and the several Patrols vie with

each other in attaining it, thus automatically raising their standards of keenness and efficiency all round."

How Do We Recognize the Patrol Method?

Naturally, the results claimed for the Patrol Method are not obtained unless the Troop is truly run according to its precepts.

How then may we recognize a Troop which truly uses the Patrol Method?

Let us investigate—let the curtain rise on three Troops of three different types of organization and administration. There may be other types, but these will be sufficient to illustrate the point.

Troop No. 1 prides itself on its Merit Badge Scouts. The Scoutmaster is a biologist and his hobby is cramming facts into young minds. He fills their heads with technical information, such as the symptoms of apoplexy and sunstroke, the difference between scarlet oak and red oak, and recipes for hunter's stew, and the badge-covered Scouts miss the essential point of advancement—"Learning by Doing." The Scoutmaster conducts his Troop as one large class. Its hikes and camps are outdoor class sessions. The Patrols exist only as sub-divisions on the Troop records. "Patrol Leader" is merely an honorary title. Since all imagination, all initiative, all responsibility, are thus restricted to the Scoutmaster, the Troop, when free from his control, generally degenerates into a disorganized mob.

Troop No. 2, whose Scoutmaster has had military training, is the banner Troop for exhibitions, drills, and parades. During the Troop meeting the proverbial pin drop can be heard. The hikes are marches, the camps exercises in tent pitching. The Scouts drill like clockwork. They are efficient in bandaging, signaling

and other Scouting practices. Patrols are kept to full size of eight by being penalized when there are gaps in the ranks at drills. The Scoutmaster plans all programs, conducts all meetings, issues all instructions, and gives all orders. In fact, the Scoutmaster makes all decisions requiring initiative or responsibility. The only thing he delegates to his Patrol Leaders is the enforcement of discipline; his boy leaders are not allowed to exercise responsibility. The Troop is the dominant factor. The Patrols have no more individuality than the squads in a company of infantry.

Troop No. 3 has its share of Merit Badge Scouts and streamers testifying to its proficiency at Council Rallies and Camporees. Yet, its Scoutmaster is never much in evidence. He keeps himself in the background and offers only such stimulus, guidance and supervision as is necessary for the best development of Patrol efficiency and Troop spirit. The meetings of the Troop are planned and executed by the boys themselves through their chosen boy leaders. Always one Patrol or another has a surprise to spring on the others, such as a stunt, a game, a contest. There are never any problems of discipline, because the discipline comes from within each boy and is not stamped upon him from without. Advancement is steady because the boys of their own desire are actually practicing Scoutcraft, not only at Troop meetings and occasional Troop hikes, but at numerous individual Patrol meetings and hikes in which no adults take part.

Each Patrol does its own thinking and can be trusted to carry a job through to the end under its own leadership.

The Test of the Patrol Method

An old experienced Scoutmaster said once: "The test of the Patrol Method is in the easy chair!"



Let the Patrol Totem be the center of all Patrol activity.
Rally 'round the Patrol Totem. Build Patrol or gang spirit.

His audience looked nonplussed, so he elaborated his statement: "Get an easy chair and place it in a corner of the Troop meeting room. If you can sink into it just after the opening ceremony and just sit throughout the meeting, without a worry for its suc-

cess, without lifting a finger or moving a foot until times comes for the closing—well, then your Troop is run on the Patrol Method—your boy leaders are actually *leading*.”

That, figuratively, is the test—as exemplified by Troop No. 3 above—and indicates the condition toward which you should aim for the future of your Troop. For unless a Troop makes use of the Patrol Method, it cannot be considered a Scout Troop, since *“the Patrol Method is not ONE method in which Scouting can be carried on. It is the ONLY method.”*

And the two-fold secret of success is simple:

I. *Make the Patrol the unit ALWAYS, in and out, through thick and thin, for better and worse, in victory and defeat, in games and contests, at meetings, on hikes, and in camp.*

II. *Train your boy leaders for their positions, place the responsibility of leadership on them and let them exercise it.*

Only as a Scoutmaster acts on this principle does he understand—and use—the Patrol Method.



CHAT 12

THE PATROLS AND THEIR LEADERS

THE important thing for the Scout Troop, then, is to get itself established along the lines of the Patrol Method and to proceed from here in making the Scout Program effective in the lives of the boys.

Steps to Be Taken

To accomplish this there are five definite points that need to be covered:

- (1) The Formation of the Patrols
- (2) The Selection and Appointment of the Patrol Leaders

- (3) The Organization of the Troop Leaders' Council
- (4) The Start of the Patrol Leaders' Training
- (5) Opportunity for the Patrol Leaders to Lead

Formation of the Patrols

The formation of the Patrols depends upon whether it is a case of starting a new Troop or reorganizing an old one.

In a New Troop

In a *new Troop* the forming of the Patrols is the natural continuation of the work begun that first day when the first few boys were gathered to hear of the start of a new Troop in town.

From the earliest meeting (see Chat 5) these boys were led to think in terms of Patrols. They were told to look around them and to decide for themselves with whom of the other boys they would like to be associated in a Patrol, and what specific boy might be a good leader of their group. All of the formative meetings were necessarily, because of the number of boys, run as Patrol meetings with the Scoutmaster-to-be the Patrol Leader. The features of the meetings were such as would readily apply in the ordinary Patrol. The spirit of the gatherings was akin to Patrol Spirit.

As this preliminary group grows in number to, say, ten, twelve, or fourteen boys, the time comes when it is ready to take the shape of a Scout Troop of two Patrols. (If fifteen to twenty boys, three Patrols may be formed. With more than twenty boys the formation of four Patrols is desirable.)

The most natural way to establish these Patrols is by introducing at a meeting a few two-team games



They want him in their Patrol. He belongs with them. They'll soon help him to become a Tenderfoot. He will grow.

(or three or four-team games, according to the size of the group) and let the boys themselves team up without any suggestions from you. If the teams are uneven, you will propose the transfer of some of the boys from one group to another. Then play the first game, and, when it is over, try another after suggesting to the boys that they may want to change around in the teams. No indication should be given that these games are of an experimental nature for the purpose of establishing Patrols. At the following meeting repeat the same process. Then as you come toward the end of this meeting, announce that the Troop is to form its Patrols. In this manner the boys will have had an opportunity to react upon each other, to know

each other better, and will have a sounder way of judging how their Patrols might shape up.

Two ways suggest themselves of now forming the Patrols:

The simpler one is merely to ask the boys to divide into two groups in two corners of the meeting room. In many instances this will work out satisfactorily. A few boys may be left out in the preliminary rush but will be absorbed readily. If there is any doubt in your mind as to the feasibility of this method, use secret ballots. Give out papers and pencils and ask the boys to write down the names of those they would like to team up with in a Patrol. Collect the ballots and inform the fellows that the membership of the Patrols will be announced at the next meeting. Assure them that every consideration will be given to individual wishes and that a special attempt will be made to have the Patrol set-up suit everybody.

Then, during the week, work over the ballot sheets, arranging the boys by Patrols, using your own best judgment in cases where wishes are not clearly expressed or where boys seem to have been left out of the running.

At the next meeting the Patrols are announced. You will find that the arrangement will be readily accepted. Whereupon the Patrols are ready to choose their leaders, their name, yell, etc.

In an Old Troop

When an old Troop decides that it has not been working effectively on the Patrol Method and desires to have it definitely established, the procedure is a little more complicated, since here it is not so much a matter of *forming* Patrols as of *re-forming* them.

The subject of reorganization should first be broached at a gathering of all the leaders of the Troop.

Here the idea of creating a "republic" might be presented with an accompanying suggestion that a "referendum" of the "people" be held in order to find out their preferences. The Patrol Leaders should be asked to cooperate by "surrendering their portfolios" (resigning their positions, but not surrendering the right of reelection).

At the next Troop meeting the Patrols are announced dissolved, and each Scout is requested to fill out a secret ballot sheet with his preference for teammates in a new Patrol, indicating at the same time his first and second choice for Patrol Leader.

As in the case of the new Troop, the ballots are collected by the Scoutmaster, and the Scouts are grouped by Patrols by him in accordance with their own wishes. A "Senate" of the "republic" is formed from the new Patrol Leaders, while the Scoutmaster naturally holds the position of self-styled "president."

Composition of the Patrols

There is the possibility that the boys, before voting, should have suggested to them how Patrols may be composed for the greatest amount of efficiency and cooperation.

As far as possible, it is desirable that boys from the same general neighborhood form a Patrol together. This will facilitate the holding of Patrol meetings and will make easier the accomplishment of many other projects. Friends, and in most instances brothers, should be encouraged to enter the same Patrol.

At times it is advantageous to have boys of the same school together. As is obvious, this simplifies Patrol gatherings greatly and makes possible numerous special activities.

This brings up the question whether it is advisable

to have the boys of the Patrol all of the same age. It would seem that this might be the ideal condition, but experience proves otherwise, for often a Patrol so organized turns into an independent clique, with clique spirit instead of Patrol Spirit, and all members of such a Patrol are likely to graduate from Scouting at one time. Save in exceptional instances, the best Patrol consists of boys of varying ages. This make-up simplifies the job of the Patrol Leader and tends to insure the permanency of the Patrol. It also presents opportunities for the older Scouts to train and help the younger ones, at times at the cost of sacrificing some of their own wishes for the sake of the Patrol as a whole, a point which adds to the growth of the proper spirit.

Size of the Patrol

Another important factor in the "ganginess" of the Scout Patrol is its size. The fact that a Standard Troop is often defined as consisting of thirty-two members in four Patrols does not necessarily mean that a Patrol with less than eight members is incomplete and inefficient. Six will work well. A Patrol may even do efficient work with but four members. Usually a Patrol with a thoroughly trained leader will grow naturally to seven or eight; but a Patrol of eight should be regarded as a maximum but not necessarily ideal.

The Patrol, then, may consist of any number between four and eight boys, including the Patrol Leader and his Assistant. This number has many advantages: (1) it approximates the natural gang formation; (2) a boy can more effectively and easily handle them; (3) it gives a Troop a number of Patrols and therefore increases chances of leadership and chances for developing responsibility.



The Patrol Leader. He leads with a "Let's try this stunt," not as a boss who gives orders. He knows his fellows individually.

The Patrol Leader and His Job

The important second step is to secure the right leaders for the Patrols, after considering the duties of these future boy leaders, and the qualifications boys look for in those they are willing to follow.

The Duties of the Patrol Leader

The office of Patrol Leader presents two sides, each with its specific duties:

(1) *He is the Leader of his Patrol.*

As such, he leads his Patrol by his initiative and personal example, in Scout Spirit as well as in Scoutcraft knowledge, establishing the morale of the Patrol on such a plane that the Scout Oath and Law will be realized in action.

He provides for and plans, *with the help of his Scouts*, Patrol activities—meetings, hikes, Good Turns, special stunts.

He furnishes inspiration for his Scouts to secure advancement, trains them in the Scout Requirements and conducts preliminary reviews.

He deputizes the leadership of special activities to the Scouts of his Patrol, and specifically trains his Assistant Patrol Leader to take over his job of Patrol Leadership in his absence.

He is responsible for the routine business of the Patrol, its attendance, records, dues and the like.

He makes a special effort to know each Scout of the Patrol, his home, his parents, his school or work, so he may be able to help each one individually.

(2) *He is a Leader in the Troop.*

As such, he helps to plan, in the Troop Leaders' Council, the activities of the Troop.

He gears the activities of his Patrol in with those of the Troop into a unified program for his Scouts.

He undertakes and carries through with his Patrol special activities as may be assigned by the Troop Leaders' Council.

He promotes and secures the whole-hearted participation of his Patrol in all Troop events.

He is responsible to the Troop Leaders' Council for his leadership of the Patrol.

This may look like a formidable list, yet the Scout of real leadership ability and enthusiasm will have little difficulty in measuring up to the duties which are expected of him, *especially if he is wise in encouraging his Scouts to participate with him in planning the Patrol activities and in making them successful.*

The point is to find these prospective leaders—to find them and to train them.

Finding the Patrol Leaders

The leaders are there—right within your Troop. The way to find them is by looking for the attributes which are common in the boy leader.

Personality and Popularity. Naturally, it is of prime importance that the boy possess some of the characteristics which indicate him as a natural leader—contagious enthusiasm, a measure of executive ability, a little knack of organizing, dependability.

Physique and Health. If he is strong and healthy, interested in sports and an "all around boy," so much the better. Boys respect athletic prowess and physical courage.

Age. Few boys are apt to follow willingly another boy materially younger than themselves, unless they recognize particular skills in him.

Tenure in Scouting. Only a reasonable tenure in Scouting can develop in a boy the loyalty to the Scoutmaster, to the Troop, and, first of all, to the principles

of Scouting which will make him fit for Scout leadership.

Intelligence and Scoutcraft Knowledge. A Patrol Leader should have the brains and push to set the pace in advancing in Scouting. If he is outdistanced by his Scouts, he is in grave danger of losing their respect.

Initiative and Energy. You cannot have a leader that has to be pushed. He must be equipped with a self-starter, with initiative that will get things going in the Patrol, and he must have the energy to carry through what he has started.

Common Sense and Self-Control. He should feel instinctively when "rough house" and when seriousness is in place. He should set a proper example to the others, without being "preachy." He must take no unnecessary chances. Good judgment and self-control will take care of most situations which may arise in a Patrol's life. They will help the boy leader to look philosophically on slight hurts, misunderstandings and jealousies, and together with a nice sense of humor will deflect any shocks which might hurt a more sensitive personality.

Helpfulness. He must have a sense of helpfulness toward each Scout in his Patrol, the Patrol as a whole and his Troop.

So much for the qualification. And yet—and this is where the difficulty comes in—a boy may have several of these various points in his favor and not be fit for leadership, while, on the other hand, a boy may seemingly lack most of them and be decidedly a leader, strengthening his own weak points through his leading.

As E. DeAlton Partridge says in *Leadership Among Adolescent Boys*: "Some individuals, because of

their personality and ability, seem to dominate any group in which they find themselves. Many persons think of a leader as one differing from others in certain important characteristics. But instead he may differ only in the *amount* of certain qualities. It is more than mere popularity which makes for leadership. The fool or the wisecracker may be popular but he will not be the one to influence people to make decisions in accordance with his guidance. The leader shifts to a position of responsibility because of the confidence he manages to instill in others over a period of time and in a variety of situations."

Leadership, then, is *the ability and disposition to inspire confidence in others*, over a period of time, and *to cause them to act and think in the way the leader desires them to act and to think*. The quality of leadership is partly born in a person but is also largely determined by training and development. The only way a boy can develop leadership is by practicing it. It is usually true that leaders exceed those in their group in almost every characteristic. But it is just as true that leadership is partly a product of the group in which it operates. The group's *expectation* stimulates the leader.

Determining Leadership Ability

There have been examples of unreliable boys who, faced with the responsibility of Patrol Leadership, have become more agreeable and willing, more unaffected and finally more dependable by far than other boys with better reputations; of boys rated as "bad" who have proved themselves eventually of finer calibre than others popularly recommended as "good boys."

Certain types of boys—vigorous physically, full of “pep”—come forward as “natural leaders.” Yet a “natural leader” may be shallow in intelligence and weak in moral fibre, while another lad, sounder mentally and morally but less forward and pushing, may have latent within him the highest qualities of leadership.

If, for example, when looking around in the Troop and finding things going mighty well or pretty much “busted up,” your first reaction is “Well, Jim has been active again!” Jim is apparently the leader you are looking for. And then, perhaps, when a sudden crisis or acute problem arises in the Troop, Jim flusters, while another Scout whom you had hardly noticed steps forward quietly and unobtrusively takes over the situation as a calm leader.

A boy’s reaction to a problem is an important indication of his abilities.

It is also necessary to determine whether the leadership manifested by a certain boy is on the basis of his age margin alone. Often the small boy coming in as a Tenderfoot, still having the high-pitched voice, is ready at once to become the vassal of a boy three years older who talks in the bass register, whether that boy has any other points in his favor or not.

In a Patrol, the members of which average between the ages of thirteen and fifteen, the leader need not always be the oldest.

Ability, intelligence, initiative, rather than age, are the bases upon which selection should rest.

As it appears, every single case must be decided upon its own merits in selecting Scouts for Patrol Leadership.



The Senior Patrol Leader. In a thousand ways his enthusiasm and intimate knowledge help to inspire the Patrol Leaders.

How to Select Patrol Leaders

The question then arises: "Should the Patrol Leader be elected by the Patrol or selected by the Scoutmaster?" The answer is an emphatic—and apparently paradoxical—"Yes!" As a matter of fact, he should be either elected by the Patrol or selected by the Scoutmaster, or maybe preferably both—according to the Troop's age and its peculiarities.

Since the Scoutmaster has the ultimate responsibility, he naturally should decide upon the method to be followed. It is obvious that under different conditions it may be necessary to use different methods. A new Scoutmaster starting out with new boys with no previous Scout experience might want to select the

leader himself, while a Scoutmaster, himself a Scout and with several years' work with boys to his credit, because of his experience or viewpoint, would follow an entirely different course.

Under the ideal Patrol Method, the Patrol Leader is selected by the expressed wishes of the members of the Patrol he is to lead. There is seldom any danger that the boys will choose the wrong boy for their leader. If they have had a chance to come to know each other through association in the Troop, their choice is usually the boy peculiarly fitted to their needs. The chosen leader may not always be the one the Scoutmaster might have most preferred, but the wise Scoutmaster should not override the Patrol's choice, except in a serious emergency, in which case he exercises his power of veto. It may be preferable to let the Patrol suffer for a short while the handicap of an unwisely chosen leader and thus learn by its own mistakes.

The Scoutmaster's Part

If a very definitely unfortunate selection seems imminent to the Scoutmaster, through his more mature knowledge of the Scout in question, he may decide to call the Patrol together and give it a talk on the necessary qualifications of a Patrol Leader. This talk may even be so designed as to narrow the choice to the boy the Scoutmaster would like to see chosen. Almost invariably the boys will follow suggestions thus diplomatically given—and will feel that they, after all, did the choosing.

A modified election scheme is the method by which two or three boys in each Patrol are nominated by the Scoutmaster or the Troop Leaders' Council and one is elected by a vote of the Patrol.



The Scoutmaster meets with his Patrol Leaders, under the ideal Patrol Method selected by the boys they are to lead.

In some Patrols every boy writes out the names of the fellows he thinks are the three best leaders in his group. The results are not made known directly to the Scouts but practically every boy in the Patrol has some kind of rating placed upon him as a leader. At the Troop Leaders' Council meeting, with all the senior and junior leaders present, the ratings are gone over and it is decided just who will be the best leader for the group. In this way both Scouters and Scouts have a share in deciding who the Patrol Leaders shall be and the possibility of embarrassing situations is eliminated.

In all instances, the appointment of the Patrol Leader should not immediately follow his election or selection. It should be definitely understood that he

has to prove his mettle before the appointment is forthcoming. For this reason it is advisable to institute what might be called a "period of probation" during which the Scout is given the chance to prove that he is worthy of the high office of Patrol Leader. This period may be of one month or six weeks' duration, and should seldom be longer.

The Appointment of the Patrol Leader

In a new Troop, the Scoutmaster will himself, of course, decide when the appointment should be made. In an old Troop, when a new Patrol Leader has been elected, his ability should be discussed at the Troop Leaders' Council and his appointment affirmed there.

When the proper time comes, the new Patrol Leader's appointment should be announced before the Troop with an appropriate ceremony, along the following general lines:

1. The Troop is formed in a circle with the members of the Troop Leaders' Council in the center.
2. The Scoutmaster tells the Troop in a few words of the importance of good Patrol Leadership and announces the appointment of Scout Blank as the new Patrol Leader of the So-and-So Patrol.
3. Scout Blank is called forward. He places his left hand on the pole of the Troop flag, above that of the Scoutmaster, salutes, and gives the *Patrol Leader's Promise*: "I promise to do my best to be worthy of my office as Patrol Leader, for the sake of my fellow Scouts, my Patrol and my Troop."
4. The Scoutmaster pins the Patrol Leader's Badge on the boy's left sleeve, presents to him a *Handbook for Patrol Leaders*, and the youngest member of the Patrol presents him with the Patrol flag.

5. A Junior Leader leads the Troop in a cheer for the new Patrol Leader, who thereupon steps back into his Patrol, where he is greeted by another cheer from his own Scouts.

The Selection of the Assistant Patrol Leader

The first job that confronts the Patrol Leader is the selection of an Assistant—in conference with the Scoutmaster—from among the Scouts of the Patrol. It is imperative that this choice be left in the Patrol Leader's own hands to ensure that the Assistant be one that has his complete confidence. On the other hand, the Patrol Leader should be made to realize the importance of his decision so that his choice will be governed by "Who will make the best Assistant for the Patrol?" To guide him in his selection, he should be referred to the section on the Assistant Patrol Leader's qualifications, as presented in the *Handbook for Patrol Leaders*.

When the Patrol Leader has made his selection, the Scoutmaster makes the appointment, preferably before the whole Troop, and, if found desirable, with a ceremony similar to that of the Patrol Leader.

Term of Office

As a general rule, a Patrol Leader may be kept in office as long as he gets results. Nevertheless, it is advisable to make public to the Troop the fact that the term of office is for a predetermined length of time, such as one year, and that after that the Patrol Leader may be eligible for reelection. This will simplify the matter greatly in instances where a Patrol Leader has performed poorly and might have to be asked to step down in order to permit more efficient leadership to take his place.

If conditions arise which necessitate a change in Patrol Leaders before the end of the year, such as would occur in the case of resignation, transfer or removal, the office should be filled at once, preferably by having the Patrol elect the successor, or possibly by the advancement of the Assistant Patrol Leader. The new leader will then remain in office for the remainder of the year, when he may be available for reelection to a "second term."

It is well to keep in mind that as many boys as possible should have an opportunity to gain leadership experience. For that reason no single individual should be allowed to "monopolize" the Patrol Leadership over a long period of time to the exclusion of other capable and worthy Scouts. But when a Patrol Leader moves out of that position, the Scoutmaster should see to it that some other opportunity opens up for him so that he may continue his interest.

Personality Problems

When Patrol Leaders are wisely chosen they seldom represent a problem to the Scoutmaster. Yet, occasions may occur when a Patrol Leader goes "rampant," loses his sense of proportions and seems to disregard his responsibilities entirely. This may be the case with the new Patrol Leader in whom consciousness of his official importance is undeveloped.

All such instances should be handled in private conversation between the Scoutmaster and the boy leader, with the "treatment" taking the form of kindly, but none the less positive advice. The boy should be made to realize that as a Patrol Leader he must be a model for the other members of his Patrol, and that his failure to live up to the Scout ideals is a more serious offence than the failure of a Scout in the ranks.



Gathering around their Scoutmaster to plan details of the evening camp fire. Will the Eagles or Bob-Whites have the honor of serving?

Occasionally a Patrol Leader becomes indifferent to the progress of his Patrol and fails to demonstrate sufficient interest in the welfare of his boys. Such cases may be solved—(1) by arousing the Patrol Leader's ambition through stimulating inter-Patrol games and contests, (2) by making him and his Patrol temporarily onlookers instead of participants in some of the more interesting activities of the Troop, (3) or (and this should be the last resort) by removing the Patrol Leader from his office.

In the handling of all such problems it is imperative that discretion be exercised constantly so that the Patrol Leader will have no opportunity to feel that he is being unfairly discriminated against or that any animosity exists.

The Scoutmaster's Most Important Task

With the Patrol Leaders chosen, the Scoutmaster's most important and hardest task starts: The training of them in Patrol work and in Scoutcraft and the using of them for Patrol and Troop Leadership. He must inspire and teach and lead them to the end that they will be real Scouts, themselves, so that they in turn will be able to inspire, teach and lead the members of their Patrols to be real Scouts.



CHAT 13

THE TROOP LEADERS' COUNCIL

THE heart of the Patrol Method and the foundation on which rests the future of the Troop is the Troop Leaders' Council—or "Green Bar Council," as it is sometimes called, because the emblems of leadership from Assistant Patrol Leaders to Senior Patrol Leader and Junior Assistant Scoutmasters are green felt bars on the Scouts' left sleeves. Without a Troop Leaders' Council there is no Patrol Method—and consequently no real Scout Troop.

The Troop Leaders' Council is:

- (a) The managing body of the Troop, and
- (b) The training ground of the Patrol Leaders.

It is through this Council that the boy leaders assume their responsibilities for running the Troop and are coached by the Scoutmaster in making their leadership effective.

Membership of the Troop Leaders' Council

The Troop Leaders' Council consists of the Patrol Leaders, the Senior Patrol Leader and Junior Assistant Scoutmaster, if any, and the Troop Scribe, with the Assistant Scoutmasters and the Scoutmaster as advisors without votes.

In other words, all the leaders of the Troop, except the Assistant Patrol Leaders.

Some Troops make an exception and allow them to be present at meetings of the Council, to give them a chance to learn their responsibilities, but without a vote in matters discussed. While the inclusion of the Assistant Patrol Leaders may be practical in Troops of large Patrols, it is not always feasible in small Troops or in Troops in which the Patrols number only five or six boys. In such cases it might mean that nearly half the Troop would be meeting to arrange the affairs of the remainder.

The Council should be kept small enough to be an effective deliberative body and mature enough to exercise good judgment. If a Patrol Leader is not able to attend the meeting he should, of course, send his Assistant to represent the Patrol.

The Chairmanship

It is up to the Scoutmaster to decide who shall be the chairman of the Troop Leaders' Council.

In a young Troop where inexperienced Patrol Leaders are just starting on their quest, it will probably be desirable for the Scoutmaster to act as the chairman; but in an older Troop, where the Patrol Method is well established, the election of a boy chairman—for a meeting at a time or for a month—will unquestionably add to the stability of the Troop structure and the effectiveness of the scheme, specifically, as we are concerned with the training of boys for leadership.

In many Troops the Senior Patrol Leader, and in some a Junior Assistant Scoutmaster, serves as chairman.

The boy chairman will naturally look to the Scoutmaster for aid in conducting the proceedings properly. He should be instructed on how to keep discussions to the point and how to encourage those who are slow of speech to express their ideas, and should be told that a good chairman is not the one who talks the most but who draws out others the most.

The Scoutmaster's Part

It should be made clear that, although the Scoutmaster will not have a vote, since he looks to his Patrol Leaders to decide what is going to happen in the Troop, *their* Troop, he does reserve the right to "veto." Thus on him rests the final decision on matters in which difference of opinion might not be to the best interests of the Troop.

If, however, it is understood that a Scoutmaster has the right to veto, he will probably never have to use it.

The Scoutmaster, in his relationships with his Patrol Leaders, must remember that boys like to do things for themselves and that, as Charles W. Eliot

said, "The very best kind of education is obtained by doing things one's self, under competent direction and with good guidance."

The Troop Leaders' Council as the Managing Body of the Troop

In its capacity as the managing body of the Troop, the Troop Leaders' Council has three distinct functions in which it should be guided wisely by the Scoutmaster.

(1) It *plans the activities* of the Troop from ideas and suggestions submitted by all its members for meetings, hikes, camps, Troop Good Turns, entertainments, parents' nights, special projects.

The Troop Leaders' Council decides upon rules to be followed in Inter-Patrol contests and devises the Troop's special ceremonies for meetings, camp fires and investitures. It sets the Troop's standards in advancement procedures.

(2) It *carries out the plans* decided upon, receives and weighs reports of the Patrols, checks up regularly and critically to see if the work is advancing properly.

This last point is of great importance. Decisions must result in action. If a Troop sets up in January certain goals for advancement to be reached in June, for instance, these goals should be *in sight* by April. If they aren't, something stimulating should be done about it. Similarly, if the leaders have decided in January that there are to be one big adventure hike and one big Good Turn project during the spring, these decisions ought to be dusted off in April or May and marked "Done," or brought vigorously again to the attention of all hands.

Also the Troop Leaders' Council is what might be

called the Reception or, maybe better, the Acceptance Committee of the Troop. One of its important duties is to interview candidates before they are formally admitted into the Troop. To bring a new boy who has already been informally accepted into and trained by a Patrol before the Troop leaders as a group will make an impression on him that will add to his realization of the importance of the step he is taking.

(3) It is the *clearing house* of the Troop on such individual problems of conduct or personality as the Scoutmaster may think the members capable of handling. The aim should be to bring about better adjustment within the Troop, such as transfer to another Patrol, a talk with the leader best able to deal with the case, different handling by all the leaders, and so on. Lads who are labelled as troublesome may often be led into a different attitude by skillful and friendly treatment applied by their fellows under the guidance of the Scoutmaster. The Troop Leaders' Council is the place where this treatment is discussed.

What the Troop Leaders' Council Does

The following gives ideas of items which may be handled in the Troop Leaders' Council:

Plans, promotes, organizes and operates all Troop (not Patrol) camping and hiking.

Determines what offices (other than those of senior leaders) are elective and what offices are appointive in the Troop, the terms of that office, qualifications and those eligible to vote.

Lays down basic rules with respect to recruiting of candidates, admission to Patrols and size of Patrols.

Operates Troop meeting programs. Lays down basic rules of Troop meeting program operation (e.g., minimum length of Patrol periods, excuses from meeting

activities, etc.), and leaves details in hands of the meeting leader.

It fixes the dues rate and makes a complete budget of all anticipated income and expenses for the year; authorizes all Troop expenditures.

Plans, promotes, organizes and operates competitions.

Supervises the operation of Christmas toy shops by the Patrols, and other mass Good Turns.

Plans, promotes, organizes and operates the annual minstrel show, annual banquet and any similar large functions.

Determines the eligibility and qualifications of examiners in the administration of the Troop's advancement program.

Discusses current problems such as retarded advancement, poor Patrol organization, absences, delinquency in dues, etc., as such problems arise; proposes solutions.

Elects an executive committee from among its own membership to make decisions where immediate action is required.

Determines Troop participation in neighborhood, district and Local Council activities.

Types of Troop Leaders' Council Meetings

Two types of meetings are the general practice of the Troop Leaders' Council in its capacity as the managing body of the Troop.

One, a short and snappy "half-meeting" right after the Troop is dismissed on its regular meeting night, for the purpose of discussing the strong and weak spots of the gathering while they are still fresh in the minds of everyone, of checking up on absentees, of



A fine group of young leaders. They know the boy angle of the Troop problems intimately. Useful suggestions bubble out.

introducing candidates to the group, of discussing the meeting program of the following week and suggestions for the coming Troop hike.

The other, an unhurried, undisturbed “full-meeting” held monthly—or oftener if possible or necessary—at entirely separate times, at the Scoutmaster’s home, at the Troop headquarters, or at the Troop’s camp, on a Sunday evening or spare week day evening, whenever it may be squeezed in. At this formal meeting the workings of the Troop and the Patrols are discussed in greater detail. Unfinished and new business are considered. The Patrol Leaders report on the advancement and problems of their Patrols, the future work of the Troop is scheduled and new ideas introduced.

A Few Suggestions

Every effort should be made to have the meetings of the Troop Leaders' Council as businesslike as possible.

The minutes should be properly read and submitted for corrections. A motion should be made and seconded to have them adopted as read or as corrected, and proper vote taken. Discussions should be carried on effectively, the chairman bringing possible "meanderers" back to their subject, and the meeting in general should follow proper parliamentary procedure. A warning may be in place here not to make the procedure too strict, impersonal, uncompromising, but rather to have it warm and personal.

The responsibility for running the Troop is a serious proposition and should be handled as such, although a somber seriousness would be out of place. The boy leaders should feel that they are doing a man-size job in a manly way. Thus they will respond more readily to their obligations, to the good of their Patrols and the strengthening of their Troop.

In addition to its value to the Troop, the value of the Troop Leaders' Council to the individual members should not be underestimated. It will provide them with a clearer vision of the job ahead and with a new inspiration for their work. And the formal procedure of conducting the Troop Leaders' Council in true grown-up fashion—with an agenda, definite minutes, orderly discussions, resolutions, rules of order, voting by secret ballot, each boy leader making his own decision instead of voting "with the crowd"—will teach the boys correct methods which will benefit them greatly in later life.

The Program for the Full-Meeting of the T. L. C.

The full-meeting of the Troop Leaders' Council may contain some or all of the following items:

Call to Order.

Minutes of the Preceding Meeting—Read by the recording secretary (the Troop Scribe). Corrections, acceptance.

Scoutmaster's Statement—On the general status of the Troop. Review of work accomplished. Criticisms and words of encouragement. Announcements as to Local Council and National Council developments, new policies, if any—as received from the Local Council Office or through the SCOUTING magazine.

Patrol Leaders' Report—Description of Patrol activities since last meeting. Report of advancement. Plans for future. Observations in regard to individual Scouts, including their wearing of correct Uniform and Insignia.

Treasurer's Report—The financial status of the Troop. Possibilities for earning money. Dues, registration of new Scouts, reregistration.

Next Month's Program—Troop meetings, hikes, camp. Advancement. Patrol objectives. Duties and leadership assignments.

The Season's Program—Check on accomplishments. Possible rearrangements of dates, addition of new or elimination of scheduled activities.

Troop Good Turns, Community Service—Report of achievements. Suggestions for future Good Turns. Establishment of a possible sub-committee to investigate ideas for service.

Discussion, Miscellany.

Scoutmaster's Minute—For inspiration, instruction or both.

The Troop Leaders' Council as the Training Ground for the Patrol Leaders

In the meetings and deliberations of the Troop Leaders' Council, the Patrol Leaders are initiated into and guided in the parts they are to play in connection with their *Troop leadership*. Simultaneous with this, but at separate gatherings, is carried out their training for successful *Patrol leadership*, for their work as the heads of groups of boys clamoring for things to do.

This second phase of their training is, obviously, the more difficult and exacting of the two. In the meetings of the Troop Leaders' Council the Patrol Leader may lean upon his associates, but in the meetings of his Patrol he must stand on his own feet, at all times giving his leadership. He must be trained to the point where he can do this. *And it is the Scoutmaster who imparts this training.*

The Green Bar Patrol

For this training purpose the Troop Leaders' Council takes on the aspects of a Patrol, with the Scoutmaster as its Patrol Leader, and the boy leaders as members. Throughout this training discussion we shall refer to the Troop Leaders' Council group as the "Green Bar Patrol."

This "Green Bar Patrol"—or "Cornertooth Patrol" or whatever other name the group may decide upon giving it—is then conducted in a manner similar to a regular Patrol, with meetings, hikes, camps and special features such as might be planned and executed by a normal Patrol, with the possible exception that many of its activities, such as games, contests, handicrafts, become "condensed," i.e., started as demonstrations of what might be done in a Patrol rather than carried through to their absolute conclusion.



Two Patrol Leaders work out Green Bar problems at a week-end camp. What they learn they pass on to the Patrol. Scouting is built on doing.

The Green Bar Patrol should meet at least once every month with occasional outdoor practices scheduled at times that will not interfere with the work of the Troop and Patrols.

Important Points of Training

This matter of training the boy leaders is a con-

tinuous job and should never be considered as completed.

Boys are steadily growing and developing. The Scoutmaster's opportunity is to help them grow into fine types of leaders. To accomplish this, one Scout may need perpetual encouragement, another restraint, one subtle suggestion, still another definite direction; but all need guidance.

To be of the greatest help the Scoutmaster therefore must know his boy leaders thoroughly. He must keep his eyes and brain busy while they are working in his presence and make mental notes of their behavior and their fellows' ways of reacting to their leadership. Based upon such study, he can make a genuine appraisal of each leader and learn his weak and strong points.

It is important that the Scoutmaster have a personal friendship with every boy leader which will encourage mutual regard and confidence. In this way only may he succeed in really helping them. More than once a Patrol Leader has revealed to his Scoutmaster the real reasons for his Patrol's failings while they were enjoying a walk or even a movie together.

With a proper understanding of the boy leaders and their problems, the Scoutmaster has a basis for their thorough training.

Two Angles of Patrol Leader Training

There are two angles to the training of the Patrol Leaders which should both be thoroughly covered by the Scoutmaster in his efforts to help his leaders develop themselves.

(1) *Patrol Leadership.* The Scoutmaster must make clear to his boy leaders the extent of their responsi-



Fuzzing up the fuzz sticks in a Green Bar Patrol instruction game. The Troop's Leaders learn how to lead by practicing Scoutcraft.

bilities and explain the principles of Patrol Leadership. He must teach them "how" to do what is expected of them, treating every subject in complete detail, not leaving out anything because he thinks it is obvious. What is simple to him may not be simple to his boy leaders.

He should encourage them to read and study available literature (*Handbook for Patrol Leaders*, SCOUTING magazine, BOYS' LIFE) that will help them with their Patrols, and should discuss with them the handling of specific Patrol problems as they arise. In this connection he may urge and arrange for his leaders to visit other Troops for the purpose of observing how other Patrols are run.

(2) *The Scoutmaster should help his leaders to*

advance, not so much by teaching them the actual technique as by stimulating their desire to learn for themselves.

Method of Training

The method of training in its simplest form may be considered the "*interpretation of the 'Handbook for Patrol Leaders' in terms of action.*"

A copy of that extensive manual on Patrol Leadership should be in the hands of each Patrol Leader and the idea of consulting it whenever he is in need of new suggestions or methods of coping with Patrol problems should be instilled in his mind.

The way to do this is to base all their training on the *Handbook for Patrol Leaders* by using it for study helps and by planning the meetings, hikes and camps of the Green Bar Patrol according to its recommendations.

The Activities of the Green Bar Patrol

Obviously it is out of the question to present detailed plans that will meet the needs of every Troop. They will have to be worked out by each Scoutmaster according to the advancement of his Troop, the tenure and Scouting knowledge of his boy leaders, and his own training.

Nevertheless, the skeleton suggestions given on pages 205-208 may be found of help in the planning.

Sample Green Bar Patrol Meeting

(See Handbook for Patrol Leaders, pgs. 130-142).

Opening Ceremony—Make two Patrol Leaders responsible for putting on two opening ceremonies (HPL 140). Have a quick vote to see which was considered the more effective.

Business—Quick résumé of activities of last meeting, read from the Green Bar Patrol Log Book, which should be kept as a model log for the Patrols to follow. Necessary entries in Patrol Record Book, showing method of keeping it up-to-date.

Instruction—Instruction methods in Scoutcraft subjects. As for example: *Knot-tying*—demonstration and tying by everyone of bowline, sheepshank, timber hitch. And *Use of Knife*—demonstration of proper way of whittling and sharpening. Followed immediately by—

Instruction Games—using items just taught: *Knot-tying Champ-Nit* (HPL 168), (a) of single knot, (b) all three knots, (c) knot tied with eyes shut, or (d) behind back, or *Buddy Knotting* (divide up in pairs, and have each pair tie knot, using left hand of one, right hand of the other). *Fuzz-Stick* or *Whittling Contest* (HPL 186).

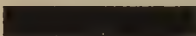
Work—Designing of Patrol Flags by each fellow. (HPL 48). Or making use again of recent practices, splitting the group up in buddies for (a) work on knot board, (b) bridge or signal tower model, incorporating knife work and miniature lashings (HPL 458), (c) models of fires and fire places, (d) first steps in carving of miniature totem pole (HPL 450).

Planning—Discussing the various items that go into making a well-planned Patrol meeting, taking into consideration the problems of the individual Patrols based upon study of "Patrol Meetings" (Chapter V, HPL). Or making detailed plans for the next hike of the Green Bar Patrol (HPL Chapter VII).

Recreation Period—Again using buddies, have each pair select and demonstrate with whole group an appropriate Patrol Meeting game (HPL 498-507), shifting from one to the next as soon as it has been learned by all. Select and practice several new yells not previously attempted (HPL 476-488), or learn one or two new Scout songs from the Scout song book, "Songs Scouts Sing".

Discussion—Select items that may come up in the meetings of the individual Patrols and dramatize them into an effective discussion period.

Closing Ceremony—Follow suggestion as given in regard to opening ceremony.



Sample Green Bar Patrol Hike

Assembly—Gather at spot in outskirts of town or city from which the hike may be started promptly. Check on equipment to insure that everybody has brought what was decided upon at the meeting planning for this hike. (HPL 249-257).

Outbound Journey—Hiking proper: Comment upon safety precautions against automobiles; smallest hiker ahead to set speed; correct position in walking; most beneficial ways of resting. (HPL 259-270). Activities: Divide Patrol up in buddies and give each pair a specific Scoutcraft task—one pair to lead group with the help of map; another to judge distances or heights of objects when requested by leader; another to pace off route and note compass directions for the purpose of map making; another to report on nature subjects observed (HPL 264-266). After certain period, shift responsibilities, thus providing training for all. Also train whole group in Scout Pace, or send party ahead to hill top for the purpose of signaling instructions to the remainder.

On Hike Site—Fires and Cooking: Each pair builds a specific type of fire as decided upon at meeting planning for the hike—when completed fire places are reviewed by everyone and suitability discussed; each pair prepares dishes as also planned in advance—demonstration before the others prior to eating. (HPL 270-273). Rest Period (HPL 274). Games: Duel games, team games suitable for two small teams (See Game Chapter). Clean-up (HPL 274).

Return Journey—Observation games en route. Marching songs. (HPL 275).

Sample Green Bar Patrol Short-Term Camp

At Green Bar Patrol Meeting prior to camp, discuss in complete detail the first part of the Patrol Camping Chapter of the *Handbook for Patrol Leaders* (HPL 283-319). Decide upon camp site. Organize the Patrol for camp (HPL 294-297) and make all necessary arrangements as to parents' consent, equipment and menus.

Assembly—Gather at Troop headquarters. Distribution of equipment (HPL 340-342) and check on proper packing of haversacks (HPL 303-305).

Outbound Journey—Choose from Sample Green Bar Patrol Hike such activities as may be considered feasible for the occasion.

In Camp—First day—On arrival, look over and discuss camp site for most suitable set-up of camp (HPL 343); work of "Tenting" group and "Cooking" group (HPL 345-350); supper prepared as complete Patrol meal; evening program and camp fire with each Patrol Leader to suggest and lead song, stunt or game; (HPL 352-356); talk by Scoutmaster on next day's program and suggestions for sleeping comfortably in camp; singing of Taps.

Second Day—Shift of responsibilities, another group taking over the preparation of breakfast; forenoon's program of Scoutcraft activities (HPL 361-362); noon meal, with responsibilities again shifted; breaking of camp (HPL 364-367); packing; thorough inspection of camp site—half of group inspecting kitchen site, the other tent site, then change over and use a second inspection to discover what was overlooked during the first.

Return Journey—Discussion on way home of good and weak points of experience. Marching songs.



CHAT 14

THE WORKING OF THE PATROL METHOD

"ALL good things come in threes," says an old proverb. The Patrol Method is one of them. There are three phases to it, each of decided importance and each closely related to the others:

1. *The Troop Leaders' Council*—treated in the previous Chat.

2. The activities of the Patrols as separate units—*Patrol Work*.

3. The activities of the sum of the Patrols as one corporate unit—*Troop Work*.

Patrol Work

Having received his training in Patrol leadership in the meetings and on the hikes of the Green Bar Patrol, the Patrol Leader sets out to build his Scouts into the best Patrol imaginable. He will try to make each member realize that the reputation of the Patrol depends on the labor and achievement of each Scout. His work is to see that every one of his Scouts has an opportunity to share in the planning of Patrol activities, to learn and to live, at Patrol meetings, hikes and camps, and that they get as much benefit as possible out of every Troop undertaking.

Patrol Meetings

And when we speak of Patrol meetings we mean independent gatherings of the group for specific Scout purposes under its own leadership with no adult present. *The Scoutmaster's aim in training his leaders is to make these gatherings not only possible but purposeful.*

Troop life and Troop spirit are created at Troop meetings and hikes, but it is mostly at individual Patrol meetings and hikes that Patrol spirit is formed, that the Scouts are molded together as one solid individual "gang." At Troop meetings the Scoutmaster's individuality reigns—it cannot be otherwise—but at the Patrol meetings the Patrol Leader gets his chance to put his ideals up to his Scouts, to be to them, so far as he can, what the Scoutmaster is to the Troop as a whole.

The time and frequency of Patrol meetings will be governed largely by circumstances. For younger boys the afternoon, for older lads the evening may be best suited. As to frequency, it is recommended that Patrols hold *Patrol meetings* at least once a week in addition



Hiking back to their camp site, singing as they go, this Patrol is swinging along with the breeze. Their totem is with them.

to the Troop meetings, except when the Scouts have extraordinary demands on their time from school work and home work. As a matter of fact, many wide awake Patrols with boys of the same neighborhood or school come together almost daily to train in Scoutcraft.

In warm weather Patrol meetings should be held in the open. When colder weather comes, the boys will need an indoor meeting place. For new Patrols, the homes of the Scouts will most appropriately constitute the meeting place, alternating from one to the other from week to week. It will be found that parents welcome Patrol meetings more readily if it is made clear that "eats" are not expected. As the Patrols grow older they should bend every effort toward finding and developing their own "dens."

As to the contents of these meetings: the time will be spent in training for and reviewing various Scout Requirements, working on a Patrol project, playing Scoutcraft games, discussing a proposed program for the Patrol for the year, welcoming a new recruit, planning the next hike or Patrol Good Turn, preparing for an Inter-Patrol contest. Occasional meetings will be just good times designed to build Patrol morale, a songfest, an evening of fun, games and the like.

Patrol meetings are discussed fully in *Handbook for Patrol Leaders*, Chapter V.

The Scoutmaster, an Assistant or a junior Troop Leader should attend Patrol meetings only occasionally, and at all times should leave the conduct of the meeting in the hands of the Patrol Leader.

Patrol Hikes and Camps

While Patrols are encouraged to go hiking and camping on their own, obviously no group of raw recruits should be permitted to wander off into the woods without adult guidance. From sheer ignorance they are almost certain to get into some kind of trouble. It is always desirable for an adult to be with such Scouts.



The Scouts meet in their den for work and play, creating a firm foundation of Patrol spirit and loyalty.

However, after the Patrol Leaders have been properly trained for hike and camp leadership and the Scouts have learned to take care of themselves on several Troop hikes and camps, to respect growing crops and green trees, to avoid unnecessary danger, to be courteous to farmers, and in all ways to conduct themselves as Scouts, opportunities for them to go on their own outings under the leadership of a responsible Patrol Leader should be very definitely provided.

Patrol Hike and Camp Leadership

To aid the Scoutmaster in determining whether a Patrol Leader is ready to take his Patrol hiking or camping, the *Handbook for Patrol Leaders* suggests the following boy leadership requirements:

FOR PATROL HIKING LEADERSHIP

To take his Patrol hiking, a Patrol Leader should have:

- (1) *His First Class Rank.*
- (2) *Experience on at least three Troop hikes and two hikes of the Green Bar Patrol.*
- (3) *One month's experience as a successful Patrol Leader.*
- (4) *Written consent of the parents of each boy.*
- (5) *A reasonable familiarity with the country to be covered.*
- (6) *Permission of the property owner to build fires and cook.*

FOR PATROL CAMPING LEADERSHIP

To take his Patrol short-term camping, a Patrol Leader should have:

- (1) *As above.*
- (2) a. *Experience on at least two Troop overnight camps and one Troop Leaders' overnight camp, or at least one week in an Approved Boy Scout Camp.*
b. *Experience on at least five Patrol hikes to the satisfaction of the Scoutmaster.*
- (3) *Three months' experience as Patrol Leader.*
- (4) *As above.*
- (5) *As above with Familiarity with camp site added.*
- (6) *As above with Permission to make camp added.*

These requirements are not meant to be hard and fast regulations, but rather to be considered as a measuring stick for the Scoutmaster's use. You may find, for example, that a certain Patrol Leader, not

yet a First Class Scout, may be trusted absolutely to make a Patrol hike a success, while another, apparently should have still stricter requirements imposed upon him before he is allowed to take his Scouts out alone. Use these "requirements" therefore "with a grain of salt" for the best of the Troop—and the boy leaders themselves.

In all instances, plans for Patrol hikes and camps should be submitted in writing to the Troop Leaders' Council and should be definitely approved by the Scoutmaster, who must be ever conscious of the fact that his is the ultimate responsibility. Furthermore, no Patrol hike or overnight camp should be undertaken without the expressed approval of the boys' parents.

As to the technique of Patrol hikes, the Patrol Leader should be directed to the helpful suggestions found in the *Handbook for Patrol Leaders*, Chapter VII. Similarly, Chapter VIII in the same volume provides thorough instruction in the art of Patrol camping.

Program of Patrol Outings

The program of these Patrol outings should include the activities of camping and Scoutcraft such as fire lighting, cooking, tracking, signaling, using knife and hatchet, exploring, mapping, judging, nature lore, pioneering, games.

Frequently it will be desirable to have the Patrols start out on separate hikes and to meet as a Troop at an agreed place later in the day. This method is particularly useful in Troops in which the all-day Saturday hikes are handicapped by the Scoutmaster's having to work in the morning.

Patrol Good Turns

A very fruitful means for stimulating the regular performance of individual Good Turns is the Patrol Good Turn. Patrol Leaders should be encouraged to guide the thoughts of their Scouts along this line and to welcome the suggestions of all Patrol members.

Patrols have strengthened themselves and their members' loyalty to the unselfish ideals of Scouting by the assumption of a definite and continuous job of helpfulness, caring for an elderly cripple, a blind person; directing traffic at a school corner; keeping vacant lots in a given section properly cleaned; helping to train a newly organized Troop. Many are the sorts of Good Turns that may be done by Patrols, either as a regular thing or as occasion arises. Patrols meeting in churches and schools can often give very practical help to their supporting institutions.

Patrol Specialization

Often Patrols may be stimulated by pursuing subjects in which the boys are especially interested.

Patrol specialization may take one of two forms: either all the members of the Patrol agree to concentrate on one particular activity or project, such as first aid, craftsmanship, or nature study; or the Patrol is organized as a team of experts, each boy specializing on a different activity or phase of the Patrol work. Each Patrol will decide for itself by common consent which method it will follow.

First aid and signaling are very popular subjects, but there are a number of other activities in which a Patrol may specialize. A group of good swimmers may practice and train themselves as a life saving corps. A Patrol interested in nature may work together to form a collection of leaves, of moths and butterflies, or rock



A Patrol works happily at Nature Study. Some one in the gang knows the answer, or can find it. Working together, progress is quickly made.

specimens. Boys inclined toward craftsmanship may concentrate on the building of models. Or a Patrol may take pride in its record of long hikes or in some other special achievement.

Patrol Spirit

One of the most significant characteristics of the common gang, its *esprit-de-corps*, its morale, evolves through its activities. In Scout Patrols, the spirit of loyalty in the boy, if properly guided, acts as a powerful reinforcement to the Scout Oath and Law. The development of Patrol spirit should be encouraged in every way possible. Patrol activities are the most effective means of intensifying Patrol vitality and

permanency. The Scout Uniform gives the Patrol members a feeling of group consciousness and is an important factor in Patrol spirit.

Once a boy has qualified as a Scout and is admitted to a Patrol, he should be expected to remain a member of that Patrol until he severs his connection with the Troop or is promoted into Troop leadership, unless some compelling reason develops for a change. In a Troop in which the boys are shuffled together at frequent intervals and dealt out into new Patrols according to the whim of the Scoutmaster, there obviously can be little opportunity for the development of Patrol spirit and Patrol traditions.

When your Scouts begin to think and to say, "Our Patrol doesn't do that kind of thing," your job is more than half done. Group opinion among the Scouts in the Patrol is one of the most potent factors in determining conduct. A Scoutmaster at best sees his Scouts but a few hours each week. The Scouts, on the other hand, are meeting each other all through the week in school and at play, and are influencing each other for good or evil. It is for this reason that the Scout Ideals, developed in the Patrol, may be even as important as the personal influence of the Scoutmaster in shaping the character habits of the Scouts. This again shows how necessary it is that the Scoutmaster himself trains his boy leaders toward this ideal.

Developing Patrol Spirit

The *Handbook for Patrol Leaders* (Chapter II) gives numerous suggestions on how Patrol Spirit may be fostered.

The right *Patrol Name* is of importance. Instead of being merely a boy, the new Scout as he enters his

Patrol becomes a Buffalo, a Beaver, or an Eagle. He learns to make his Patrol Call and sets out to learn the habits of his Patrol animal or Patrol bird. He is shown how to use the *Patrol Signature* whenever he signs his name. He wears the Patrol's totem in the *Patrol Medallion* on his sleeve, and soon learns to take pride in his *Patrol Flag* and the traditions for which the *Patrol Log Book* stands.

All of these things—the name, the call, the signature, the flag—are for use, and the Scoutmaster can assist his Patrol in developing Patrol traditions by calling for their use.

Another valuable reinforcement of Patrol consciousness is a definite Patrol headquarters. Just as the boys' gang always has a special meeting place which it jealously defends against all comers, the Scout Patrol should have at least a corner of the Troop meeting place to call its own. The *Patrol Corners* should be individualized as much as possible by decorations with flags, pictures, knot-boards, trophies and the like, and by appropriate names, such as "The Panthers' Cave," "The Fox's Lair," "The Eagles' Aerie." Here also the Scoutmaster can aid his Scouts through his guidance and enthusiasm toward making these corners real homes to their respective Patrols. At the same time he should help and encourage them in their efforts to find real *Patrol Dens* for themselves away from the Troop's meeting place for their individual Patrol meetings, as well as suggest to them ways and means of making or purchasing *Patrol Equipment* for hiking and camping.

The cumulative effect of such items as these continuously emphasized will eventually build that all-desirable thing in every Patrol—Patrol Spirit.

Troop Work

The mistake has been made by many Scout Leaders of confusing the Patrol Method with Patrol Work, making the two synonymous. This notion, naturally, is entirely wrong. The Patrol Method does not imply that the Patrols be let loose and permitted to run each in its own direction independent of the others. On the contrary, unless it promotes the coordination and co-operation of the Patrols—for the good of the common denominator, the Troop—the Patrol Method fails. A Patrol is not a clique sufficient unto itself, but a gang living at one and the same time its own life and the life of a larger group, just as a family lives in its own life and in the life of the community.

As the *Handbook for Patrol Leaders* definitely makes clear (Chapter III), no Patrol exists for and by itself alone. It has another part to play aside from its important individual life.

Every Patrol has its obligations toward and its share in *the larger life of the Troop*. A Patrol could never have the truest kind of Patrol spirit unless it also had, in a very active way, genuine Troop spirit, pride in the Troop as a whole, eagerness to help the Troop make a good showing in whatever it undertakes, devotion to Troop traditions, Troop ideals and especially to the Troop's leaders.

Patrol Cooperation and Competition

Each Patrol should want to be the best possible Patrol in the Troop, not alone for its own sake but also because the best possible Patrols make the best possible Troop. It may be said that the relations between the Patrols should be characterized by approximately *equal proportions of cooperation and competition*. It is important for the unity and strength of the Troop



Every Patrol has its share in the larger life of the Troop, eager to enter into all Troop activities.

that the Patrols cooperate willingly, readily and effectively. It is helpful to the development of Patrol spirit that there be a sustained friendly competition between the Patrols to reach high standards.

There is nothing contradictory in this. The sound

of a tuba, a cornet, a French horn, a saxophone, may not in itself be very edifying, yet these instruments together and with the addition of others form the orchestra—which certainly does not prevent the cornetist from aiming at becoming a greater musician than the other players. In the Troop orchestra the aim should be to make each player as nearly perfect as possible.

The Scout Program of advancement, ranks and badges provides adequate reward for individual achievement. Of equal importance is the encouragement and recognition of Patrol accomplishment. The Scoutmaster should provide opportunities for the Patrols to engage in group projects and to achieve things in which they can take pride. Group projects are of greater value than individual achievement in training for citizenship.

All kinds of Scout games and contests should be conducted on the Patrol basis. One Patrol may win supremacy at first aid, another in signaling, still another in fire making. In this way each Patrol has an opportunity to have its own specialty, its own championship of which to be proud. Programs should be so arranged that every Troop gathering provides opportunity for one Patrol to measure itself against the others—against its own previous standard and against the standards attained in the Troop. Practically every project in Scouting can be put in the form of a game or a contest to be done within a certain length of time or according to certain measurements. At first the standards might be attainable by each Patrol and then raised as time goes on. If each Patrol in the Troop has the opportunity to succeed, they will get more fun from the game, which in turn will bring many beneficial results.

The Patrols at Troop Gatherings

At Troop meetings the Patrol is very much in evidence. Each Patrol has its regular place in the Troop line-up, each Patrol its own session during the meeting in its own corner. In games and contests the Patrols vie with each other, various Patrols under their Patrol leadership demonstrate new games and lead the others in playing them, sing new songs and teach them to the rest, challenge the others for dual games and team competitions.

On Troop hikes each Patrol takes care of its own commissary, and often it hikes independently to the common meeting ground of the Troop. The Patrols seek to outdo each other in hunts for "hidden treasures," they compete with each other in cross-country games, test each other's ability in signaling, Scout-Pace, cooking and other Scout accomplishments.

In Troop camp each Patrol has its share of the work and the play. Tents are grouped by Patrols, cooking done by Patrols, games and activities conducted by each Patrol in turn, parts of each day's life lived in the Patrol.

And in everything—discipline is enforced by Patrols, the Scout Law and Oath upheld by the Patrols.

The Patrol Method—The Only Method

At this point—if not before—some Scoutmaster will step forward and say, "That is all right, all you have been saying about the Patrol Method. But I have tried it in my Troop, and it just doesn't work!" And he goes on, "Take last week, for instance. We had our program all outlined, but the boys fell down on it. The Patrol Leaders had forgotten to prepare their Scouts, equip-

ment was missing, our game leader didn't show up. I simply had to take over the meeting myself in order to keep it from being a general mix-up!"

Which altogether proves nothing against the Patrol Method, but on the contrary that the Scoutmaster wasn't using it. He proved it by making the mistake of taking over the meeting. And for two reasons: In the first place, the boy leaders will expect him to do the same thing next time they fail, and failure under those circumstances will mean nothing to them, will teach them nothing. And secondly, the Scoutmaster by his action showed all the members of the Troop that he had no faith in the leaders they had chosen, breaking down completely the respect for them.

The failure was the Scoutmaster's, not the boys', nor the Patrol Method's. He had failed to apply to himself the "test of the easy chair," and had not remembered the simple formula for success in using his Patrol Leaders: "*Train 'em, trust 'em, and let 'em lead!*"

Trusting the Boy Leaders

And mind you, by trust is not meant the trust that hides behind the corner to see if Johnnie is doing what he was supposed to do, but the trust that takes for granted that John will do his utmost, to the best of his ability, to fulfill his responsibility. As Baden-Powell says, "*To get the best results, you must give the leader real, free-handed responsibility. If you only give partial responsibility, you will only get partial results.*"

And as the job goes on, praise your boy leaders when they succeed, encourage them when they fail after a hard effort, make them feel your disappointment when they haven't whole-heartedly tried. Trust them,

through everything: TRUST THEM—and they will come out in the end better leaders—and better trained for citizenship.

Naturally, on the other hand, the trust must be within reason. To entrust a boy with a job or responsibility he is not able to carry reflects upon the Scoutmaster. The burden must be fitted to the capacity of the carrier, and only increased as he grows strong enough to accept it through the training given him by his Scoutmaster.

Let Them Lead!

So again, "Train 'em, trust 'em, and let 'em lead!" And remember that that last point is of tremendous importance. Let them lead in practically everything. Let them work out their own problems, interfere as little as possible—but be ever ready to give wise guidance—not when you think they need it, but when they seek it. Keep in mind that unwarranted, ill-advised interference discourages leadership and that those boy leaders of yours are "learning by doing." Mistakes, some of them serious, are bound to be made; therefore, be ever ready with a kindly and friendly spirit to urge them to try again.

Help them occasionally with constructive criticism. *But do your coaching on the side lines always, never in front of the Patrols.*

And then, when the Patrol Leader succeeds in his job, praise him for it. Commendation which is justified and not overdone is an absolute necessity. Such statements of approval should be made occasionally before the interested group. They like it, and so does the leader, as long as it is short, free from "soft soap," and genuine.

Are the Patrols Patrols?

So, if a Scoutmaster should feel that he fails in having success with the Patrol Method, let him ask himself a few pertinent questions, instead of looking elsewhere for a place to throw the blame:

"Do I *always* think of my Patrols in terms of the leaders? Do I *always* transmit announcements and information to the Scouts through the Patrol Leaders?

"Do I *always* answer the Scouts' questions about routine details by saying, 'Ask your Patrol Leader; he knows!' instead of giving them the answer myself, thus doing my part to develop in them a certain amount of respect for those leaders, to whom they have to look for vital facts and guidance?

"Do I keep asking the Patrol Leaders for specific pieces of information about their boys, such as advancement, progress, home conditions, finances?

"Do I stick these alleged leaders right out in front at *every opportunity* where they get a *feeling* of leadership?

"Do I *commend* them publicly whenever they show signs of taking responsibility, and do I *always* refrain from criticizing them before their group?

"When something goes wrong in one of those Patrols during a Troop meeting, say a little matter of discipline, do I jump on the boys themselves, or do I *first* call the Patrol Leader aside and point out the situation to him, making him realize that it is his responsibility to handle it?"

Those are *some* of the questions a Scoutmaster may ask himself. If his answer to most of them is "Yes!" then he is truly a leader of boy leaders. But not only *that—he is using the Patrol Method in his Troop!*

Yes, siree, the Patrol Method does work, but it must be given its chance.



PART V

**THE BOY IN
SCOUTING**

CONTENTS OF PART V

•

CHAT 15

His Entry

Page 229

•

CHAT 16

His Attendance and Tenure

Page 253

•

CHAT 17

His Growth

Page 269



CHAT 15

HIS ENTRY

THE door of the Troop meeting room opens, and there on the threshold stands the boy—the reason for it all.

He is twelve. He became twelve years of age just the other day. At last had come the moment he had been waiting for and dreaming about for years: At last he could become a Scout. Tonight he has set out to take the greatest step in his whole young life—to join a Troop.

And there he stands now—a little shy, a little bewildered, a little scared at the magnitude of the occasion.

Well, what happens?

One of two widely different things may occur.

This?

He may approach the Scoutmaster: "I would like to join," he says.

"How old are you?" asks the Scoutmaster.

"Twelve years."

"Do your parents want you to be a Scout?"

"Yes, sir."

"Well, I am awfully busy just now. Here, you take this Handbook and sit over there in the corner, and after the meeting I'll see you."

And there he sits—with a book in his hands the pages of which he has turned many times before—while around him things are happening in which he has no part.

The meeting goes on, and after the meeting: "Oh, did you want to see me? Awfully sorry, but we have a Troop Leaders' Meeting on now. You take the Handbook along and come back next Friday night. And try to learn the Tenderfoot Requirements in the meantime! So long!"

Now *maybe* the boy will be back at the next meeting and join the Troop in spite of everything. On the other hand . . .

Or That?

Or this is what may happen:

The Scoutmaster, noticing the boy as he stands in the door, goes to him.

"Oh, hello! Come right in. Have you come to join us? And what is your name? Billy Jones? Well, well. Mine is Joe Brown and I'm the Scoutmaster of this outfit. (He lifts his voice.) Fellows, we have a new boy



First impressions are lasting. The boy who is met with friendship and made to feel at home will stick.

with us. His name is Billy Jones. Which Patrol wants to be his host for tonight? Oh, you all do? Billy, do you know any of the fellows? So, you know Marshall Chambers of the Eagle Patrol. All right. We'll let the Eagles take care of you. I'm certain they will give you a good time. And then after the meeting, I want to see you again. We have to talk over this Scouting business together."

The boy is one big smile. He takes part in everything enthusiastically. There is even a simple game put on just for his benefit—one with no complicated rules and requiring no special training. During the meeting the Senior Patrol Leader comes around and says "Hello." And after it, the boy has a talk with the

Scoutmaster, in which the leader tells him a bit of what is expected of him, of the ideals of Scouting, of some of the things which are in store for him. And a fellow from the Eagle Patrol, who lives in his neighborhood, is hanging around to walk home with him.

This boy has been made to feel that he is wanted, that he is already surrounded by friends.

And as he goes to sleep that night, he is truly happy as he whispers: "Help me to become a *real* Scout!"

Well, which shall it be?

First impressions *are* lasting. The first impression the Troop makes on the new candidate has *much* to do with his desire to stay in it.

It is up to you to see to it, that these impressions are of real benefit to the boy.

Securing the Boy

There are at least three ways in which the new boy may get into the Troop:

1. He may have heard of Scouting and may have made up his mind for himself that he wants to join.

2. He may have a friend in the Troop who has persuaded him to join.

3. The Troop may have set out deliberately to get new boys, for the purpose of spreading the influence of Scouting in the community and to ensure the growth of the Troop.

The good Troop will want to be a complete Troop, by bringing its membership up to the size specified for a standard Troop—32 boys plus the leaders—by enrolling more boys and by filling vacancies as they occur.

It should be recognized that not all boys come into Scouting without being asked. Many a boy never be-

came a Scout simply because he was never invited.

The thoughtful Scoutmaster therefore surveys his field. He comes to know the sources of new membership. If his Troop is sponsored by a church or other institution with a boy membership of its own, then that membership is his natural recruiting ground. But beyond that it has been found that the local school authorities are quite ready to cooperate in taking a count, in the proper grades, of the boys who want to be Scouts and are "just waiting to be asked." Consistently, the result of such surveys is an indication that three boys in every four want to be Scouts.

Having discovered the boys, a strategy for inviting them into membership should be developed. Perhaps the best approach to a new boy is through the leader of the Patrol in which he will most logically fit. Meanwhile a visit on the part of the Scoutmaster to the home of the boy in order that he may talk with his parents prepares the way for their active cooperation in this important step in their son's life.

The Twelve-Year-Old

The best policy of the Troop in its recruiting of new boys is to recruit them while they are young. Get them at *twelve!*

It has been found nationally that the twelve-year-old (1) Comes most easily, (2) Stays longest, and (3) Advances furthest.

Many twelve-year-olds will come by themselves, but it is far better for the Troop to invite them. Many Troops keep themselves informed as to the ages and birthdays of the boys in their neighborhood, through contacts with schools and churches. Then, about two months before a boy's twelfth birthday, a couple of Scouts call on him and invite him to visit the

Troop at its next meeting. When he gets there, the Scoutmaster *himself* greets the boy and makes him feel at home. He is invited to come again, and after a couple of meetings he is usually anxious to join.

He is discussed at a Troop Leaders' Council, and one of the Patrols invites him to enter. And that, by the way, is an important point. A boy should not be assigned to a Patrol. He should be *invited* by the Patrol. The Patrol Leader will help him with the Tenderfoot Requirements, or provide him with a buddy, so that he may be ready to meet and become a Scout on his twelfth birthday.

A warning may be in place here. Do not ask a boy to attend Troop meetings and to start work on the Scout Requirements until he is almost twelve years old. To permit younger boys to enter into the Scouting activities is unfair to the Scouts in the Troop, unfair to the youngster himself and in absolute conflict with the policies of the Scout Movement. He may want to become a Scout on his twelfth birthday. Two months' preparation in advance should be considered the *maximum* time that a boy will need.

The Permanency of the Troop

While a "crop" of twelve-year-old boys will insure the *growth* of the Troop it will not by itself insure its *permanency*. For this, it is necessary that the Troop have a comparatively constant age distribution and a uniform flow of membership, with younger boys moving up into the positions of those older Scouts who leave the Troop to take their place in the affairs of the world.

A Troop which can keep a fairly uniform age distribution will have little to worry about as far as its permanency is concerned.



Note the difference in ages. A sign of a healthy Troop. Tenderfoot Scouts coming in and growing into Senior Scouts.

If you neglect to pay attention to age distribution, you may find yourself with few older boys and with few boy leaders at the times when you may most need them to carry on the Troop.

Membership Inventory

It is good business in the Troop to take membership inventory twice a year (just before reregistering the Troop, and then again half a year later). If any irregularity in the age distribution is then found, the vacancies may be filled.

Becoming a Scout

When a boy has decided to become a Scout, four definite steps are taken:

1. He is prepared in the Tenderfoot Requirements, preferably with the help of the Scout who is to be his Patrol Leader.

2. He is examined in these Requirements by his Scoutmaster—possibly in his home before his mother and dad.

3 He is registered with the National Council (through the Local Council).

4. He is invested into Scouting by his Scoutmaster, at an impressive investiture ceremony before his whole Troop—possibly with his parents present.

THE TENDERFOOT REQUIREMENTS

Tenderfoot Requirement No. 1

Know the Scout Oath and Law, Motto, Sign, Salute, and significance of the Badge and Uniform

Object

To give to the boy an understanding of the ideals of Scouting.

Interpretation

The boy must be able to repeat the Scout Oath, Law and Motto and tell in his own words what each of them means. As far as the Law is concerned, he is required to know the twelve points *in full*, which means not only the brief statement "A Scout is Trustworthy, a Scout is Loyal," etc., but the additional text explaining each point. (See Chat 3.) He must show how to make the Sign and Salute, and must explain when they are used. He must tell the significance of the Badge (what the three points, the stars, the eagle, the scroll symbolize), and of the Uniform (that it stands for brotherhood, Scout ideals and outdoor living).

The Tenderfoot Requirements



To become a Scout, a boy must be at least twelve years of age. Upon demonstrating to the satisfaction of the Scoutmaster his ability to repeat the Scout Oath and Law in full and his thorough knowledge of their meaning, and upon meeting the following requirements, the boy formally subscribes to the Oath and Law and is registered as a Tenderfoot Scout, and is then entitled to wear the Tenderfoot Badge and the Official Uniform of the Boy Scouts of America.

1. Know the Scout Oath and Law, Motto, Sign, Salute, and significance of the Badge and Uniform.

2. Know the composition and history of The Flag of the United States of America and the customary forms of respect due to it.

3. Tie the Square Knot and any eight of the following knots: Sheet Bend, Bowline, Fisherman's, Sheepshank, Slip, Clove Hitch, Timber Hitch, Two Half Hitches, Carrick Bend, Miller's Knot, Rope Halts, Pipe Hitch, Stevedore, Barrel Hitch, Girth Hitch, Binder Twine Bend, Lariat Loop, Hitching Tie.

Preparation

The boy should be encouraged to make a thorough personal study of this Requirement from a copy of the *Handbook for Boys*. After he has secured a general knowledge, his Patrol Leader should explain the various points to him, and, if possible, illustrate the Oath, Law and Motto, with appropriate episodes from the Troop's memorable history. His Patrol Leader will teach him to make the Sign and Salute correctly, and will let him study his own Badge as he describes its significance.

Examination

The examination may be made along the lines given below. It should be understood that the suggested questions are *not* standard questions which *must* be asked. On the contrary, the Scoutmaster is encouraged to follow his own heart in the matter, although of course he should make certain that the boy meets the standards of the Boy Scouts of America.

Oath: "Do you know the Scout Oath? Please recite it. What do you mean by 'honor'? What do you feel is your duty to God? As a boy, what is your duty to your country? How would you set about to 'help other people at all times'? What should you do to keep yourself 'physically strong'? What do you mean by 'mentally awake' and 'morally straight'?"

Law: "Do you know the Scout Law? Please recite it in full. What does 'loyal' mean to you? What is a Good Turn? Why not take pay for doing it? Why is obedience essential in a Scout Troop, at home, in school? Why should a boy 'save to pay his own way'? What does 'stand up for the right' mean? What do you mean by 'clean in body' and 'clean in thought'? How can you be 'faithful in your religious duties'?" And



Scouts learn the left hand Scout handclasp and use this hearty handshake whenever they meet a brother Scout.

such other questions as the Scoutmaster may want to ask to ensure that the boy has a real understanding of the Scout Law.

Motto: "What is the Scout Motto? What do you think are some of the things a Scout should 'Be Prepared' to do?"

Sign and Salute: "Make the Sign. And now, the Salute. Why the three fingers pointing upward? When would you use the Salute? When the Sign?"

Badge and Uniform: "Show me the parts of the Badge and tell me what each part stands for. Why do we have a Uniform, and for what three great things does it stand?"

Tenderfoot Requirement No. 2

Know the composition and history of The Flag of the United States of America and the customary forms of respect due to it.

Object

To arouse in the boy a love for his Flag through a better understanding of it.

The idea is *not* to clutter up the mind of the boy with numerous facts and figures, but to have him know how our Flag looks, the story of its origin, and how he should show respect to The Flag in his every-day contacts with it.

Interpretation

The boy should know the composition of The Flag of June 14, 1777 (with thirteen stripes and thirteen stars arranged in a circle), of 1795-1818 (with fifteen stripes and fifteen stars), and of today (with thirteen stripes and forty-eight stars) and should know the significance of the stripes and the stars. He should have a general knowledge of the history of these three forms of The Flag. As far as the "customary forms of respect" are concerned, he should know how to greet The Flag, when he is in Scout Uniform and when not in Uniform; when and how to raise The Flag; lower it and fold it; what to do with worn-out Flags. He should know the simple rule for displaying The Flag ("Consider yourself The Flag; Consider your right shoulder the blue field (the Union); *always* face people"), and demonstrate how this rule applies to placing The Flag in a meeting room or on a platform, to hanging it on the wall, to carrying it in parade. See detailed information in the *Handbook for Boys*.



Respect to The Flag of the United States is instilled into the boy as he enters the Scout Brotherhood.

Preparation

In all the preparation, the boy should have a chance to handle an actual Flag, either a large Flag, or the Troop's parade Flag. It may be suggested that he make a simple sketch of it to aid him in remembering its

composition. He should learn the history and forms of respect due to The Flag by reading of them in the *Handbook for Boys* and discussing them with his Patrol Leader.

Examination

The examination may follow more or less closely the interpretation given above. Be sure that it is not a dull examination of dry facts, but that the romance of The Flag and the reasons for respecting it predominate.

Tenderfoot Requirement No. 3

Tie the Square Knot and any eight of the following knots: Sheet Bend, Bowline, Fisherman's, Sheepshank, Slip, Clove Hitch, Timber Hitch, Two Half Hitches, Carrick Bend, Miller's Knot, Rope Halts, Pipe Hitch, Stevedore, Barrel Hitch, Girth Hitch, Binder Twine Bend, Lariat Loop, Hitching Tie.

Object

To teach the boy to use his hands and to start him on the road to camping and pioneering.

Interpretation

The boy must tie all the knots *quickly* and *easily* and must explain at least one specific use for each knot. (In this connection, it is recommended that the Troop decide for itself which knots it requires that its boys know from the above list. In making the choice, knots should be included for the following uses: end knots, for tying two ropes together, for tying a rope to another object, for making permanent loops, for shortening rope. The Square Knot and the first eight knots mentioned provide for these uses.)



A knot is a knot. Scouts learn to tie them in front or in back, in the dark or in a hurry. Then the knot has become of real use.

Preparation

The boy's buddy will demonstrate the knots for him, help him to tie them, and will show him how to use them. It is particularly important that the boy be permitted to use the *proper material* for the various knots: i.e. different thicknesses of rope for the Sheet Bend, gut for the Fisherman's Knot, binder twine for the Binder Twine Bend, etc.

Examination

Have the boy tie *all* nine knots at the examination and have him explain the use to which he would put each of them.

Meeting the Tenderfoot Requirements

When the Patrol Leader is satisfied that the new boy has learned the subject of the Tenderfoot Requirements, he advises the Scoutmaster that the boy is ready—and the moment has come for *your* greatest opportunity, for fulfilling your greatest duty in Scouting—meeting the boy, as a friend, talking over with him what Scouting is going to mean to him, sowing in him the seed of the Scout Law and the Scout Oath, and love for his country, showing him the first simple skills of an outdoors-man. *The Scoutmaster is specifically charged with the responsibility for examining in the Tenderfoot Requirements.* (By-Laws, Art. XV, Sec. 2.)

What the Requirements Are NOT

It is of extreme importance that the Tenderfoot Requirements be treated as the *living things* they are, and not as numbered steps to be taken toward procuring a badge.

Chief West emphasizes this when he says: "If the Scout Law is simply to a candidate a part of Tenderfoot Requirement No. 1, knowledge of The Flag, Requirement No. 2, and knot tying, No. 3, we might as well give up right then and there. Those subjects—or any other Scout subjects for that matter—must never become simply numbered Requirements. The Scout Law is *not* a Tenderfoot Requirement, but the code by which the boy is to live his future years. The Scout Salute is *not* a Requirement, but the secret sign which opens the door to World Scouting and makes the boy a brother to more than two million other Scouts all over our globe. Knowledge of The Flag is the wedge by which loyalty to his country and pride

in it enters his mind, and knot-tying his first step toward becoming a pioneer, a frontiersman.

"The only point in calling them requirements is that a boy is *required* to master them to prove his worth."

The Examination

Three important aims are striven for in the examination of the boy by his Scoutmaster. The first is to guarantee that the boy has met the Scouting standard, the next, to give *you* an opportunity to know *him*, and finally, to give *him* an opportunity to know *you*.

The examination is an interview between a boy and a man—the boy and the man. It should be given to only one boy at a time, and should be no formal affair but rather a friendly "talking-it-over." In this way, the boy will be more at ease—he's just discussing, not being quizzed. He will come much nearer to conveying his knowledge to you, and will give you a better opportunity to judge him. Be kind and sympathetic, yet firm and insistent on the fulfillment of all Requirements. If he has not made adequate preparation, try to get *him* to suggest that possibly he isn't ready yet.

To aid the boy, it is recommended that the examination start with the Requirement involving the use of his hands, that is, tying the Tenderfoot knots. This may be followed by The Flag, the Scout Badge, the Sign and Salute.

As you come to the Scout Oath and Law, you must be very certain that the boy understands their full significance. Talk them over thoroughly and make him enthusiastic about living the life of a Scout.

Then after the boy has met his Requirements, speak to him about his Scouting future. Make him realize that both his Patrol and the whole Troop expect him to stick and remain active in Scouting for four years

and more, and to aim to climb to the top of the Scouting ladder.

With your talk finished, give him your *left* hand for a warm Scout Handclasp, and put in it all that it may contain: "I trust you," "Count me for a friend," and "Congratulations."

Registration

The National Constitution and By Laws make it clear that although a boy may have met the Tenderfoot Requirements he is NOT A SCOUT and does *not* have the privilege of earning achievement nor of wearing the Uniform and the Badges and Insignia of the Boy Scouts of America until he has been properly registered at the National Office (through the Local Council). Furthermore his tenure as a Scout is not started until this registration has been completed.

It is of great importance, therefore, that you have the boy registered immediately. A delay would be a grave injustice to him.

Blanks and Fees

The boy should be provided with an Application for Membership (Form No. 501B) which he will fill in and on which he will secure the approval of his parents or guardian.

From this blank the Troop Scribe will make out an Additional Enrollment Blank (Form No. 515) to be mailed to the Local Council Office with the required Registration Fee.

If the Scout registers at the beginning of the Troop charter year his fee is fifty cents. If, however, he registers during the charter year, he will need to pay a smaller fee that is computed on the basis on the number of months remaining in the charter year.

When a Troop operates on a Troop Budget Plan (see



The Investiture Ceremony with its candles—its simple ritual—its solemnity—opens high roads of Scouting to the expectant Tenderfoot.

Chat 19) the new Scout will pay the full fifty cents to the Troop when he first registers, even if he registers *during* the charter year, so that he may immediately receive the benefits that all the Troop's members gain from the Budget Plan.

Registration Certificate

As soon as the boy has been registered there is forwarded to him through his Scoutmaster his Registration Certificate which entitles him to the opportunities and privileges of a registered member in good standing of the Boy Scouts of America, including the right to wear the Scout Uniform.

This Registration Certificate will be presented to the boy at an Investiture Ceremony.

The Tenderfoot Investiture

The moment has come when the boy stands before his leader and the fellows who in months and years to come will be his best comrades, and with his right hand raised in the Scout Sign, he slowly, solemnly dedicates himself to the Scout Oath. Invisibly, yet with the sureness of tomorrow's sunrise, a mantle gently drapes those triumphant young shoulders. It is the cloak of Scouting which envelops a growing character progressing towards a fuller participating citizenship.

There is no ceremony in Scouting more potent in its influence than this simple ritual. Here he stands at the portals of this new, and to him, unknown world and looks beyond the circle of his immediate surroundings out over the realm of Scouting. He is fascinated by the winding trail that leads to the mountain tops of achievement. The summit of attainment is obscured from his vision for the time, but nevertheless, holds the mysteries which he feels will some day be a part of his life.

The boy expects a ceremonious welcome into Scouting and it is the duty of the Scoutmaster to see to it that this expectation is realized. It need not be—should not be—elaborate. A brief ceremony, simple yet dignified, inspirational and well prepared—will meet the need.

And remember, if the Tenderfoot Investiture is to retain its meaningfulness, *no* boy who is not a Scout should be permitted to be present.

Tenderfoot Investiture Ceremony

Such a ceremony is suggested by Lord Baden-Powell in *Scouting for Boys*.

The Troop is formed in a horseshoe formation, with

the Scoutmaster and Assistant Scoutmaster in the gap. The Tenderfoot with his Patrol Leader stands just inside the circle, opposite the Scoutmaster. The Assistant Scoutmaster holds the neckerchief and Badge to be presented to the Tenderfoot. When ordered to come forward by the Scoutmaster, the Patrol Leader brings the Tenderfoot to the center. The Scoutmaster then asks: "Do you know what your honor is?"

The Tenderfoot replies: "Yes. It means that I can be trusted to be truthful and honest." (or words to that effect.)

"Do you know the Scout Law?"

"Yes."

"Can I trust you, on your honor, to do your best

To do your duty to God and your Country, and
to obey the Scout Law,

To help other people at all times,

To keep yourself physically strong, mentally
awake and morally straight?"

Tenderfoot makes the Scout Sign, and so do the whole Troop, while he says:

"On my honor I will do my best

To do my duty to God and my Country, and to
obey the Scout Law.

To help other people at all times,

To keep myself physically strong, mentally awake
and morally straight."

Scoutmaster: "I trust you, on your honor, to keep this promise. You are now one of the great brotherhood of Scouts."

The Assistant Scoutmaster then puts on the boy's neckerchief and Tenderfoot Badge. The Scoutmaster shakes hands with him with the *left* hand. The new

Scout faces about and salutes the Troop. The Troop salutes.

The Scoutmaster gives the word, "To your Patrol, quick march." And the new Scout and his Patrol Leader return to their Patrol.

Additional Points

(1) The Scoutmaster may put the neckerchief on the Scout while saying: "I give you this neckerchief, bearing the colors of our Troop, to show you that you truly belong in our group." (2) The Patrol Leader may step forward and fasten a Patrol Medallion on the new Scout's sleeve. (3) The Badge may be pinned on to the boy upside down, to be kept in this position until he has done his first Good Turn as a Scout. (4) Emphasize the fact that the boy is plain "Bob Jones" before the ceremony, but "Scout Jones" after it.

For further suggestions relative to Investitures, see "Cub Graduation Ceremony" in Chat 22, and "Ceremonies" in Volume II.

And Then—

The new Scout starts out on the Scouting road of romance and achievement.

"Remember," says Baden-Powell, "that the boy, on joining wants to begin 'Scouting' right away; so don't dull his keenness. . . . Meet his wants by games and Scouting practices, and instill elementary details bit by bit afterwards as you go along."

Transfers and Reinstatements

Every boy who enters the Troop will not be a new boy with no previous Scouting experience. Occasion-



These Scouts learn by doing. Here they are making fire with only two matches as they go on to Second Class Rank.

ally a Scout transfers from one Troop to another, or a Scout who has previously dropped out requests to be reinstated.

In both instances, the boy should be properly registered and invited into a Patrol to participate in the life of the Troop.

Transfer

The transfer of a Scout may take place because he has moved to another neighborhood, or because of some other good reason. It is a principle of Scouting that a boy may *select* the Troop which he joins. And furthermore, Scoutmasters should realize that boys differ in mental, emotional and physical makeup,

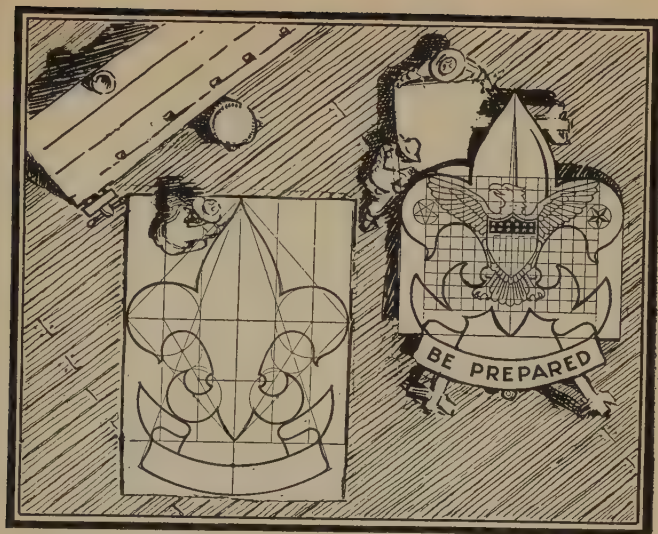
which means that in some cases it may be to a Scout's benefit if he is allowed to transfer to some other Troop which is better able to meet his peculiar needs.

But, in the interest of sound procedure, no Troop is permitted to accept as a member a boy who is already registered with another Troop, unless he has the written approval of his former Scoutmaster.

To register him into the Troop, a Transfer Credit Certificate (Form No. 502A), signed by the Scoutmaster of his former Troop and by the Scoutmaster of the Troop he is joining, should be sent to the Local Council Office with the Charter Renewal or Additional Enrollment Blank and with the necessary fee. The fee will cover the period from the date of expiration of the charter of the Scout's old Troop to that of his new Troop. In some cases this will call for a credit to be applied to the transferred Scout's fee when the next application for Troop Charter renewal is filed at the Local Council Office.

Reinstatement

To reinstate a dropped Scout, an Additional Enrollment Blank should be filled out with his name and sent to the Local Council Office with the necessary fee. If the Scout has been registered previously for the year, no fee is necessary. If not registered previously for the current year, the full registration fee of fifty cents should be transmitted so that the Scout may enjoy a record of continuous registration.



CHAT 16

HIS ATTENDANCE AND TENURE

THE aim of Scouting, as we know, is character-building and citizenship training.

But "Rome was not built in one day." Neither is character. Nor is training for citizenship accomplished overnight. Influencing human behavior is a task which requires a considerable period of time. So if the Troop is to perform its purpose and make Scouting a vital part of the life of the boy, it must be conducted in such a way that it will maintain his interest and hold him sufficiently long to instil in him the principles and spirit of Scouting.

How long a period is required? That, of course,

depends upon the individual boy, his home and school and religious training, his special abilities and numerous other factors. Yet experience has shown that a minimum of four years tenure will enable most boys to realize the values of the Scout Program, to experience and to apply the Scout ideals.

It should be your aim then, to keep the majority of your Scouts for *at least* four years, under the influence of a genuine Scouting Program, thoroughly understood and correctly followed.

This Can Be Done, Because It Is Being Done

You cannot get the boy's assurance when he comes in that he will stay for four years. It would obviously be unfair to ask him for it.

But there is one thing which you can do: You can make his experience in the Troop so exciting, so close to his expectations of what Scouting is that he *will* stay, that he simply won't want to leave the Troop—not even after four years.

You won't need a fortune-teller to tell you if the possibility of a four-year tenure is present. A very simple item will indicate it to you. The boy's attendance at Troop and Patrol meetings and outdoor activities. That is your *immediate* index of what the future has in store.

His attendance shows his interests and his satisfaction—and those two things alone, are what will hold him in the Troop.

Checking Your Scouts' Attendance

To determine at any given time your chance of holding your boys, analyze the attendance of your Scouts.



Growing in Scouting ability. Being able to care for one's self anywhere, and under any conditions. Advancement is recorded here.

If it is high, there is smooth sailing ahead. If it is poor, better take new compass bearings and soundings and rechart your course. In other words, check up on the following vital points and correct those that prove weak:

How Were the Boys Received?

Often the Scouts with poor attendance are the ones who never felt that they had joined anything. If a boy slips into Scouting casually, it is ten to one that he will attend casually also. That is why such great emphasis was placed in Chat 15 on the proper reception for the new boy, the correct type of friendly "interview" between the Scoutmaster and the boy, and upon an impressive investiture ceremony.

How Is the Program?

If a boy continuously fails to attend *meetings*, there is always present the rather disturbing surmise that he may be exercising good judgment. Put yourself in the Scout's place and give yourself a frank answer to this question: "What would I miss if I failed to show up?" Whenever boys are given something to come for, they usually come. A satisfied "customer" comes back again and again.

And what about *hiking* and *camping*? The boy joined Scouting because of its promise of adventure in the out-of-doors. Is he getting it? Or has he been disillusioned? In studying numerous Troops it has been found that the ones with the highest attendance and the longest tenure are those with a planned, vigorous outdoor program, with "something doing" continuously.

Are the Patrols Patrols?

Does the boy find in his Patrol the comradeship he has hoped for? Or does his Patrol consist of a number of fellows who are comparative "strangers" to each other, made into an artificial unit for convenience only, lacking the life and spirit of a true Patrol? A boy will not lightly break his relationship to a closely-knit gang in which he has entwined his whole-hearted loyalty.

Are the Boys Steadily Advancing?

If the boys have a desire to advance steadily and are given the chance to do so, you will find no difficulty in securing high attendance and long tenure. A study made some years ago revealed that the average tenure of the boy who did not advance beyond Tenderfoot was 1 year 5 months, while those that reached



Resting in the shade this Patrol has been places and done things. Patrol spirit runs high. They follow their Totem flag.

Second Class remained 2 years 5 months, and those reaching First Class 3 years 4 months. Another study recently held showed that Scouts who had reached Eagle Rank showed a tenure in excess of 5 years. The point apparently is to make the boy, upon joining, enthusiastic about reaching the top of the ladder in Scouting.

The Individual Contact

And, finally: Do your boys find in you a man who tries to understand them, who draws out their most manly qualities and latent leadership abilities, who is sympathetically helping each Scout with his own problems, who is patient, yet firm, friendly and enthusiastic?

Remember that your greatest concern is *the individual Scout*. If the boy has truly accepted you as his leader, he will follow your foot steps through years of Scouting adventure.

Securing Attendance

Unquestionably the best ways to secure attendance are those mentioned above: to welcome a new Scout properly into a Troop with an active program carried on through real Patrols whose members are steadily advancing—while they see in you a real friend and companion.

But even then, there will always be boys who do not immediately catch the spirit.

Study carefully the attendance records of the Troop, check the names of boys who have shown irregular attendance, and discuss them in the Troop Leaders' Council, on the supposition that it is the Patrol Leader's duty to see to it that his Scouts attend. Find out, if possible, the reason for irregular attendance. Possibly the boy may have been sick or may have had some other good excuse—but failed to notify his Patrol Leader.

In all instances, it is up to the Patrol Leader to see that his Scouts are present or have informed him in advance that they will be absent. Attendance should be considered heavily in the Patrol's efficiency.

In case of a Scout who may seem to lack interest, the Patrol Leader should telephone or call upon the boy and remind him, or even go around to his house on Troop meeting night to call for him. At times the Senior Patrol Leader, or even in extreme cases, the Scoutmaster himself, may reinforce the reminder to those who are likely to fall down. A telephone or post-card message, "You know, I'm counting on you, old



These Patrol Leaders, some with years of Service and leadership, know how to keep attendance high. They plan thrilling programs.

man," will do a lot to insure a careless Scout's presence, and may be the first step toward developing in him the traits of regularity and reliability.

Getting Parents' Cooperation

Parents may need reminders too. Secure their cooperation at a parents' meeting, and explain to them that their sons are expected to attend all gatherings of the Troop. You will find parents willing to support you, provided they understand the routine and know of the activities of the Troop.

Records of Attendance

The most important reason for keeping records of attendance is to have a continuous and up-to-date

check of all absentees. Whenever a boy has been absent for a few times without apparent reason, the Scoutmaster should try to get in contact with him to find out if he intends to leave the Troop, and, if so, why. No boy should ever be permitted to be reported as dropped until every effort has been made to retain him.

And "Lost Interest" is no excuse. It is a reproaching finger pointed at the Troop: "*You* failed to keep him interested."

Transfers

That the boy moves to another town is no reason why he should be lost to Scouting or why Scouting should be lost to him.

Before he leaves provide him with a transfer blank properly filled out with his personal record and with your signature, and suggest to him that he get in touch with the Local Council office of his future "hunting grounds" so that he may find a place in a suitable local Troop.

Holding the Older Boy

A well-run Troop with a well-planned program is able to hold its boys far beyond the four-year tenure goal. That has been proven in thousands of instances. But even at that, it does happen that the enthusiasm of the fifteen or sixteen-year-old seems to slacken, and his attendance falls off.

What are the reasons? First, of course, must be considered his added outside activities. He may be a member of the high school athletic teams, and of any number of other school organizations. His school work may have increased, and a girl may have entered into the picture. But also, he may feel that the Troop



The trail from Tenderfoot to First Class has been mastered. The problems of camping have been solved. The outdoor world is theirs.

meetings and hikes are getting stale; that the "kids" in the Troop are getting more and more objectionable; that he doesn't really belong any more.

To hold him, the Troop program may have to be keyed up to take care of his expanding interests, and he must be made to bear plenty of responsibility for it.

Advanced Camping

The Scoutmaster must realize that the older boy does not like to stand still, he likes to feel he is progressing. He likes more difficult hikes. He likes to try his hand at more difficult handicraft projects, to explore new fields. This need may be met by providing special wilderness camping facilities under special leadership

for the older boys of the Troop. Not only do such advanced trips give the young men in the group a chance to explore and have new experience, but they increase the interest that the younger boys have in staying in Scouting and advancing in Scout skills so that they too may participate when they are ready.

Extending Responsibility

As boys grow older they should be given more responsibilities. Who doesn't like to feel that he is becoming more important in the scheme of things as time goes on? This is one reason why thousands of older Scouts are finding satisfaction in filling positions as Patrol Leaders, Junior Assistant Scoutmasters, Scribes, Quartermasters, etc. These jobs need not be confined to positions of leadership. Many boys have special hobbies and they make excellent instructors in their subjects, if given the chance.

It does not matter so much whether the boy is leading the singing or editing the Troop paper, so long as he feels he is doing something that dignifies his position in the Troop.

Social Activities

Many successful Scoutmasters find it worth while to have occasional social events for the older Scouts to which they can bring their young lady friends. There is no reason why a young man need to choose between Scouting and his girl friends. We must build up a realization in his mind that there is no conflict between the two and the way to do this is for him to be invited to enjoy both of them together occasionally. Incidentally, this may open the eyes of the young lady as to what Scouting really is and that is quite important for the attitude of the young man.



Like those of the Indians in the days of Custer, their heliographs wink from hill to hill. New trails have opened wide to them.

The Merit Badge Program

The Merit Badge Program is a phase of Scouting which can have tremendous appeal to the older boy if proper guidance and direction is given by the Scoutmaster or other Troop leaders. The boy should be encouraged to pursue a general field of his own choosing. Not only will it result in greater benefit to the Scout himself, but it will equip him to be of more service to his Troop.

Senior Scouting in the Troop

An added feature for holding the older boy is the fact that at 15 years of age he can become a *Senior Scout*. This does not mean that the boy should sever

his connections with the Troop or that he should not continue his activities as a Patrol Leader, Scribe, etc. On the contrary, most Senior Scouting will be done in the Troop and Senior Scouts are expected to continue their activities in the Troop program. It should be made clear also that a Scout need not secure the special insignia of a Senior Scout if he does not wish to.

Even though in many cases there may be only one or two boys of Senior Scout age in a Troop, still these Scouts become eligible for Senior Scout status. If, however, there are a sufficient number of Senior Scouts in the Troop and if the Scoutmaster feels that there is a need for extra activities for these boys, he may organize in his Troop, one of the special Senior Scouting units provided in the Senior Scouting Program of the Boy Scouts of America, namely a Sea Scout Patrol or an Explorer Patrol. (See Chat 22.)

Recognition of Tenure

Upon the completion of each year of satisfactory service in the Troop, the Scout is entitled to a *Service Star*, consisting of a gold star with circular felt backing—green for one year's service, red for five—to be placed on the left breast of the Uniform shirt, over the pocket.

Make the presentation of the Service Star an event. Extol the Scout for his work, explain the significance of the star, and create an enthusiasm in all members of the Troop to win theirs.

Veteran Scouts

After five years of duly registered service in the Scout Movement, a First Class Scout or a Scouter may, upon application, become a Veteran Scout, provided he agrees to live up to his Scout obligations, to



Sea Scouting gives the older boy a program he needs and wants. Ships, adventure, the language of the sea and a distinctive Uniform.

keep local Scout authorities in the community in which he lives informed as to his availability for service to the community in case of emergency, and to take as active a part in the promotion of Scouting as the circumstances and conditions in his case permit.

A special badge is available to those who have completed five years of registered service and meet the above requirements. Special badges may be had for each additional five years of registered service.

These badges should be presented with adequate ceremony.

Eventually the Gate Must Open

Thus far we have been talking as if our aim were to hold Scouts in the Troop indefinitely—and never to have them leave. As a matter of fact, every boy who joins is some day going to leave—unless he stays on as a leader. It is of great importance that Scouts who leave after four or more years of creditable Scouting are given the proper kind of send-off.

Associate Scout

The Movement provides an opportunity for the Scout to keep his contact with his old Troop, by becoming an Associate Scout. As such, he may be carried on the Troop records, provided he attends at least one meeting of the Troop each year and in all other respects is guided by the obligations of an active Scout.

Troop Alumni

Many old Troops also provide old Scouts who have passed 21 years of age with the opportunity to become members of the Troop Alumni Association. The more active of these associations are comparable to the Alumni Associations of various educational institutions. Here the old Scouts can find a chance to keep alive their interest in youth in general and can be drawn into service whenever the Troop needs them.

Some Troops conduct an annual "remote census" to check up on the whereabouts and activities of their



Explorers in strange new fields. The "silent places" and their secrets of geology, archaeology, and hidden animal life.

former members and to maintain the interest of these "remote" alumni by sending to them news of their old Troop.

Graduation—or Commencement

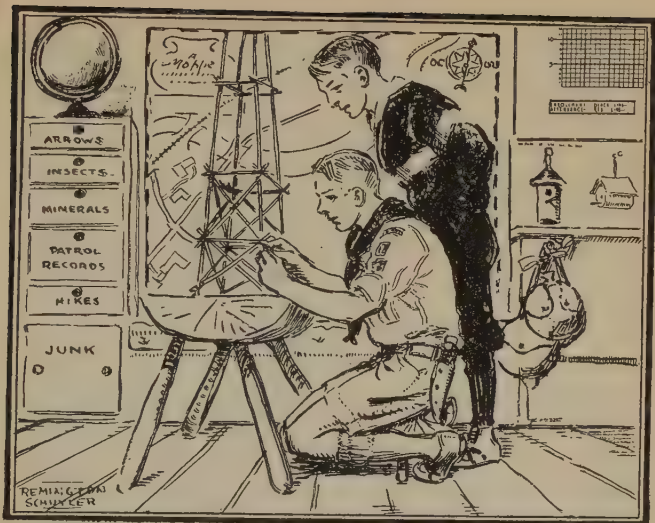
The leave-taking of old Scouts should be as impressive as possible.

"I am always stirred," says Stuart Walsh, "at the annual banquets of a certain Troop I know, by the way in which 'graduating' members of the Troop are honored and recognized. The Chairman of the Troop Committee announces that each year there are Scouts who want to take their leave, feeling that other things should now claim their attention, and the Scoutmaster

is called upon to read their names. He speaks of their lengthy and useful record. Bids them welcome whenever they feel like returning to visit or resume active membership, and presents them with suitable certificates.

"The farewell talks thereupon made by these lads are always most impressive. Their Scout experiences are spoken of with much feeling. Their resolve to become Scoutmasters some day is always asserted with great earnestness. Most important of all, their remarks make every Tenderfoot determine that he too will serve his Troop faithfully and well so that some day he may be entitled to receive such recognition. If he does stick long enough, and if he does receive it, his Scouting memories for the rest of his life will be unclouded by any sense of having 'dropped out' under discrediting circumstances.

"And don't we owe him that kind of a happy memory?"



CHAT 17

HIS GROWTH

WITH all our talk about tenure, it must be realized that tenure itself means nothing. It is what happens to the boy during that tenure, what he is *becoming*, that counts. Tenure is the means to an end and that end is the growth of the boy. The three-fold objective of that growth is expressed very clearly in the Scout Oath:

"... physically strong, mentally awake, and morally straight."

These together cannot fail to make a good citizen. The boy who, as a good Scout, lives the Oath and Law will grow.

“ . . . PHYSICALLY STRONG . . . ”

Physically strong is not meant to imply that it is necessary or even important for a Scout to develop his body after the model of a professional strong man with huge muscles developed to handle great weights, but rather that he should see to it that his body is kept fit at all times to meet the demands of life.

His body is and will continue to be at one and the same time, the home, the vehicle and the protector of his life and its vital forces; as long as life lasts that one body will continue to be his shelter. He cannot replace it with another one as he might an old car with a new one. Pretty big job for a few pounds of bone, muscle and blood, isn't it?

No boy of Scout age needs be told that a house needs regular inspection and occasional repair to keep it from going to pieces, that an automobile or bicycle needs service as well as guidance to keep it going.

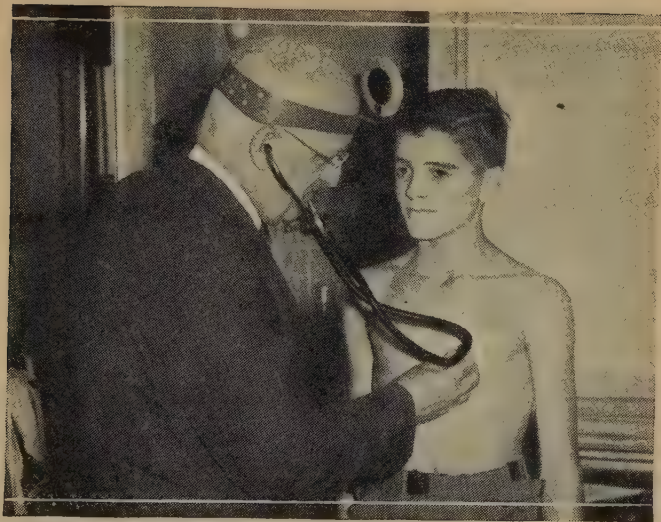
When he applies the same sort of thinking to himself he will have little difficulty in understanding why it is important that he keep physically fit.

Many a man has found his efforts to go ahead slowed down or stopped by a physical defect that could have been easily and inexpensively corrected in his youth.

Of course, another excellent reason for him to desire to keep fit is to satisfy his ambition to excel in games, or to fully enjoy sports which require physical strength and skill, and, almost without exception, the most success comes to him who is in the best physical condition.

The Medical Examination

The medical examination of a boy in the doctor's office and the inspection of a motor car by an expert mechanic in a service station have much in common—



The good doctor listens with his stethoscope. "Heart action, normal." "Lungs, normal." A typical American Boy Scout.

both test each part to find defects if they exist in order that such defects may be corrected.

It is important for two reasons for a boy to have a medical examination made when he first enters Scouting:

First, for his own protection in order that it may be determined whether or not he is suffering from an abnormal condition which might cause serious consequences if he were permitted to take part in such exercises as running, climbing or swimming. It is a fact that many drowning accidents actually result from defective hearts or some other disease which causes its victim to become unconscious in the water.

Second, in order that a boy and his parents may know of his condition—whether he may participate

without restriction in all activities; whether his play should be limited to the less exhausting games and sports; or whether he has minor or major defects that need correction in order that he may grow up without such a handicap.

A medical examination is a great factor in protection, and in stimulating correction.

The Parents' Part

In planning these examinations, the Troop will need the cooperation of the parents. Unless *they* have an understanding of what the Troop is trying to do, they may not see the reason for the examination, or may be unwilling to incur the expense. On the other hand, their full cooperation will be forthcoming when they realize all that is involved.

The parents may want the physical examination to be made by their own physician, a procedure that should be encouraged. However, in many instances the Troop Committee may secure a physician to act as the Troop's doctor, and conduct the examinations with the approval of the parents. Forms are available in the Local Council Office or from the National Office for this purpose. On this form the parents are asked to give the Health History of their son.

From these examinations and from the doctor's recommendations, the Scoutmaster will get a true picture of the boys' health, and be in a position to protect him when on a Troop activity. He will also be able to help the weak boy to build his strength, the normal boy to retain his, and the boy with physical defects to set them right.

Exercise

Every growing creature needs exercise, and fortu-

nately for us nature has established in the growing boy a desire for action and fight, which provide that exercise.

As Gunnar Berg says: "Just observe a group of boys going about their own business, and what do you see? Action, lots of action. Much of it seemingly aimless, just running about, here, there and everywhere, up the trees, down by the river side, walking along the edge of the high fence, tumbling around, wrestling, jumping. A horrible waste of energy? Not at all. It is nature's way of taking care of the boy's needs. The boy's muscles cry aloud for motion, activity and the expenditure of energy. Only in this way can they reach the development and control that a man should ultimately have.

"The foundation for this muscular control is laid in the period of growing up. In Scouting we provide for this foundation through rough and ready games, hiking, camping, exploring, swimming. We even recognize and make use of that other urge of the boy: for fighting. Boys will fight and so will men. And it is not our intention to knock out the desire of the boy to indulge in such questionable activity.

"Far from it! To deprive the boy of his natural desire to stand up for his own right also deprives him of the necessary stamina to stand up and face the world of adult competition and strife; it makes him a weakling. Instead, Scouting encourages this urge but directs it away from the point of someone's jaw to socially useful goals. We preserve it in form, but guide its application."

In Scouting we use no formal physical exercise. The outdoor program of hiking and camping and their related activities suffices, if properly promoted and properly carried out.

Health Habits

Our greatest chance for helping the Scout to establish proper health habits is probably at camp. Here he is directly under our influence for twenty-four hours of every day.

The habits of his life may be strengthened or changed during those hours. Possibly he will realize for the first time the advantage of fresh air, personal cleanliness and sufficient sleep. If this is to be true, however, the camp and its leaders must be of high standards.

And in addition to the positive health habits, it is also important that by example we teach and help the Scout to avoid those things which undermine health and happiness. The old adage is still good: "Avoid things which cause headache or heartache." The Scoutmaster's example must help here.

Smoking and Intoxicating Liquors

It would seem wise counsel to recommend to a man training youth in the way that they should go, that he go that way himself.

The Scoutmaster who urges his Scouts to keep their teeth clean but who does not do so himself, thereby weakens his influence. The Scoutmaster who expects his boys to be prompt and is himself not prompt is in a vulnerable position.

Smoking by boys is admittedly undesirable. Therefore Scoutmasters who smoke at all will undoubtedly be willing to follow the policy of the National Council upon the use of tobacco and alcoholic liquors by Scout Officials as expressed in the following resolution, adopted February 11, 1913:

"RESOLVED, That the National Council recommend that intoxicating liquors be not used in connec-



Bronze-bodied, supple-limbed, clear-eyed, clean-minded. Attributes of a boy growing in Scouting.

tion with Scout meetings, and that all Scoutmasters and other officials while on active duty refrain from the use of tobacco, and that those who are accustomed to the use of tobacco do not conceal the fact from the boys, but discuss frankly with them the desirability of refraining from its use until they have attained their full development."

"...MENTALLY AWAKE..."

To help the boy become "mentally awake" we recognize and use in Scouting all those activities of Troop or Patrol in which the boy takes part physically (*the Activities Program*), the various enterprises which carry the boy forward in his Scouting rank (*the Advancement Program*), and those which fill many of his quiet moments (*the Reading Program*).

The Activities Program

Every detail of our activities program is devised to make the boy "mentally awake."

Preparing for hike and camp, learning new skills, and playing new games cause him to think, to judge, to decide. Observation, deduction, and the like sharpen his capacity for noticing things and develop his memory.

To assure the boys' growth, the full application of the activities suggestions in this Handbook is called for.

The Advancement Program

The advancement program presents to the boy numerous opportunities for mental training, while providing him with an outlet for his desire for action and for achievement

We shall not enter into a discussion of this subject here. It is treated thoroughly in a later section. See Index: Advancement.

The Reading Program

"I look upon the Reading Program," says Chief West, "as one of the most important factors in our whole Movement. I know that the printed page has great influence in the lives of boys. I know that the good, wholesome story will often make an impression where the spoken word utterly fails. I know that if we are genuine in devoting our lives and service to the development of character in the boys of America, we cannot ignore the fact that every boy—some boys more than others, but every boy, more or less—is influenced by what he reads."

A difficulty sometimes observed is that Scoutmasters too often become enmeshed in the mechanics of the



Reading and how—and such good reading. Adventure with a clean snap to it. Thrills—laughs—knowledge, all packed in **BOYS' LIFE**.

Scout Requirements, and so lose sight of the many opportunities for character training and mental alertness inherent in the reading by their Scouts of good books.

Your Opportunity

By helping your boys in their reading, you are adding to the effectiveness of the work to which you have dedicated yourself. But that presupposes that you yourself are interested in reading, and that you will be able to stir a similar interest in your Scouts. The following suggestions may be helpful:

1. Through *story telling*, you have a means of starting the boys on their reading venture. See Index: *Story Telling*.

2. Try a Patrol contest in *dramatization* of an episode in a book. In one Troop, Tom Sawyer's white-washing stunt was chosen as a theme with the result that a craze for reading Mark Twain swept the Troop.

3. You may make arrangements with your *local library* to withdraw a number of books at a time to be read by Troop members. In order to ensure that the boys use library books, they should be encouraged to hold library cards.

4. There is some doubt as to the wisdom of maintaining a *Troop library*, especially when public libraries are available, but the more frequently boys are exposed to books, the more they are likely to read them.

5. *Debates* about books may be encouraged for older Scouts.

6. *The Reading Merit Badge* encourages reading, while the *Journalism Merit Badge* provides an opportunity for the promotion of both writing and reading.

7. The official magazine for Scouts, *BOYS' LIFE*, is edited and published by the Boy Scouts of America for the specific purpose of helping the Scoutmaster by giving the boy a good magazine, stimulating his interest in worth while reading, stimulating his interest in Scouting because of its Scouting content, and thus helping to hold the boy's interest in the Troop. The Troop Budget System and the *BOYS' LIFE* Scout Concession Offer bring a subscription to the official magazine of our Movement within easy reach of every Scout.

“ . . . MORALLY STRAIGHT . . . ”

The Scout Oath and Law are the moral groundwork of our Movement. Your success as a Scoutmaster



"A Scout is Clean." He keeps clean in body and thought, stands for clean speech, sports and habits, and travels with a clean crowd.

will be written in terms of your ability to make the Oath and Law vital in the lives of your boys.

Your Example

And to reach that result, your own example is of the utmost importance.

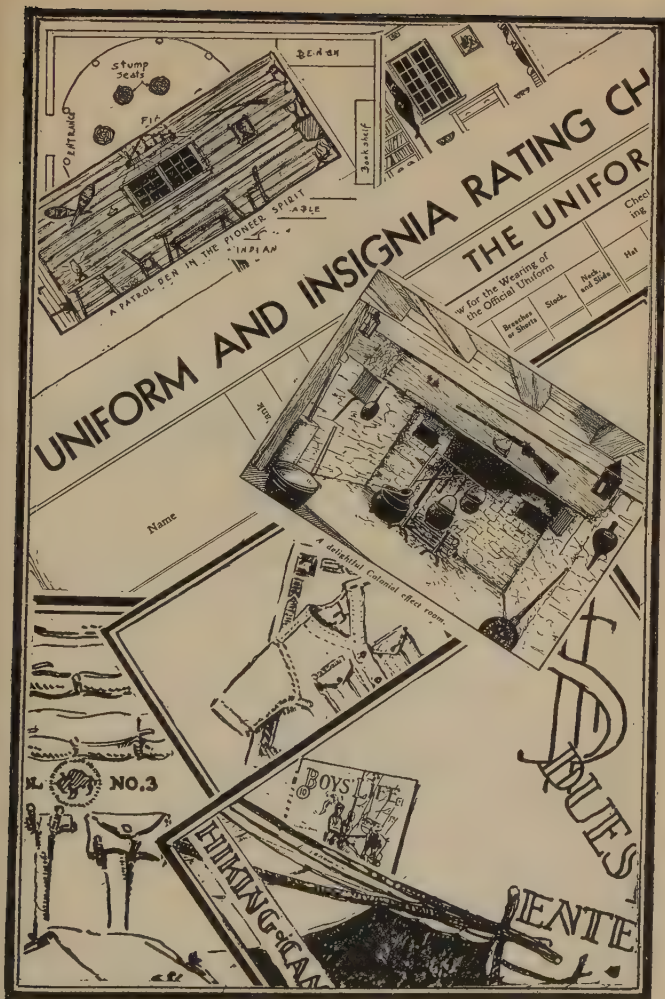
The old advice: "Do what I tell you to do and not what I do!" is as inadequate in a Scout Troop as it is elsewhere. The Scoutmaster will make a great mistake if he seeks to encourage boys to live up to a moral standard which he, himself, does not practice. The boy is direct and penetrating in his mental analysis, and will be quick to recognize the sham of pretension.

Your example influences the boy far more than your teaching. By living the same Oath and Law that *they* are expected to live, you are making the fullest use of Scouting's moral codes in your training of the Scouts under your leadership.

Right Atmosphere

Your most potent allies in reaching your aim are strong traditions within the Troop for upholding the Scout ideals—traditions based upon active performance of the Good Turn and insistence in the Troop's daily life on trustworthiness, loyalty, helpfulness and the other qualities of the Scout Law. Those traditions, firmly established, will create an atmosphere conducive to the furtherance of our ideals.

"In an atmosphere of sympathy, appreciation, expectation, trust, enthusiasm, comradeship, your boys will rise to the highest that is in them," says V. Barclay in *Good Scouting*. "And that is something very high indeed."



PART VI

**SPECIAL
FEATURES**

CONTENTS OF PART VI



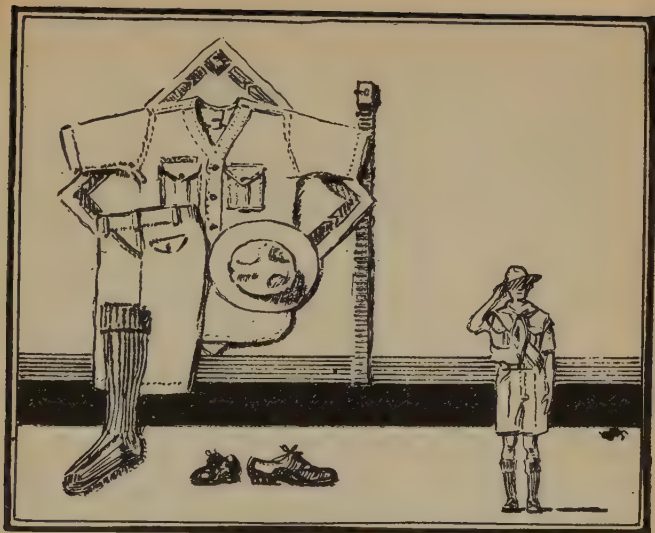
CHAT 18
The Scout Uniform
Page 283



CHAT 19
Financing the Troop
Page 311



CHAT 20
Other Features
Page 331



CHAT 18

THE SCOUT UNIFORM

THERE was an excited crowd near the curb. It pressed around an injured child lying with her head in her mother's lap. The mother begged for help, for a doctor, anyone. A call had been sent for an ambulance. There was no doctor near—no one who knew what assistance to give. And the child was bleeding profusely.

Suddenly voices startled the throng: "*Here come two Scouts! They can do something!*"

The crowd parted to let the two boys through. Then it closed in to watch. The mother allowed the Scouts to take charge of her little girl. There was a

quick examination, a brief consultation, then the tearing of cloth, a few expert movements, and a tourniquet had been applied and the jagged wound protected from exposure.

The ambulance came. The young doctor in white made a swift survey of the Scouts' job. "Fine work, Scouts!" he said. "You have helped to save this girl's life."

The point in this little story is *not* the First Aid skill shown by Scouts in an emergency. That is an old story these days. The point is that these Scouts were recognized (and consequently called into service) by their Uniforms. The Official Boy Scout Uniform was a guarantee to that crowd of men and women that those boys were PREPARED to help. They could do SOMETHING to help, *because they were Scouts*.

The Uniform to the Scout and the public alike is the outward expression of the boy's inward qualities as a Scout.

How the Scout Uniform Came into Being

When the Chief Scout of the World, Lord Baden-Powell, started his experiments with Scouting for boys, he quickly realized that it would be necessary to develop some kind of uniform for the Scouts.

He knew that a boy loves to have a uniform to wear, with badges to show the awards he has won. He knew that a uniform would give a boy pride in his appearance, and help him toward self-confidence. He knew that with the boys dressed alike, rich and poor, a real brotherhood might be established. He knew that the right kind of uniform would give the boy a standing in the eyes of the public.



The return from the mountain top where they spent the night. Toughness and service are built into an Official Scout Uniform.

So Baden-Powell set out to design a uniform of a character applicable to all phases of Scouting.

The design which emerged—with the broad brimmed hat, the shirt rather than a coat, the loose shorts rather than tight fitting pants, the stockings, the shoes

rather than high boots—was made for comfort, for greater freedom of action, and for health. The khaki color was decided upon because it blends with the leaves of the forests, the mountains, the fields.

Immediately it started its conquest of the world. It came to America with the Movement. But we did not accept it unconditionally. The fact that it had been accepted in England, in India and Africa was not enough. So we experimented with the uniform design, tested it in the north and the south, in the east and the west. It stood the test, and since then millions of American boys have expressed their approval of it: "The Scout Uniform is the one for us!"

The Scout Movement did not *follow* a fashion, it *created* one, one that is now being copied by millions of civilians interested in sports and the out-of-doors.

The Why of the Scout Uniform

If you ask a group of Scouts why they became Scouts, you will discover that the desire to wear the Scout Uniform was among their foremost reasons. Why? Because, as Chief West says, "The Scout Uniform is a part of the romance of Scouting. It is a symbol of the ideals and outdoor activities for which the Movement stands. It has the picturesque touch which helps the Scout identify himself with the great traditions of our outdoorsmen—the pioneer, the explorer, scout and cowboy—which underlie the game of Scouting." A boy gets into the Uniform, and immediately it does something to him. To be *dressed* like a Scout makes him want to act like one, makes him want to do the things that Scouts do! There are individual values, group values, community values involved, especially if through wise counsel from his leader the boy has been made to understand the full significance of that khaki



The Uniform—a great drawing card for boys not Scouts. The Uniform gives Scouts a realization they belong, a sense of group consciousness.

Uniform and has been given the reason for the many 'Why's' connected with it.

The significance of the Uniform and its parts is described in the *Handbook for Boys*. Its values are summarized in the following pages. The belief that Scouts and Scouters have in these values is the reason WHY we have the Uniform, WHY every Scoutmaster will want to get himself and his boys into the Official Uniform of the Boy Scouts of America, as soon as possible.

Values Recognized by Congress

The values inherent in the Scout Uniform and its proper use were recognized by the Congress of the United States, when it granted a Federal charter to the

Boy Scouts of America on June 15, 1916. In that charter was established a permanent protection of the Scout Uniform, Badges and Insignia. The report submitted by the Committee on the Judiciary, recommending the passage of that Bill, stated:

"If any boy can secure these Badges [the Scout Badges] without meeting the required tests, the Badges will soon be meaningless, and one of the leading features of the Scout Program will be lost. Likewise with the Uniform which designates the Scout."

The Values of the Scout Uniform

I. Values to the Boy

1. The Scout Uniform gives the boy a true sense of BELONGING. It submerges his *self* and makes him group conscious of his Patrol, his Troop, and the Boy Scout Movement.

2. It provides for true DEMOCRACY. With all boys in Uniform, the external differences between poor boys and rich boys disappear.

3. It continuously and persistently brings to the boy's mind the SCOUT IDEALS for which the Uniform stands and reminds him that he has promised to do his best.

4. It adds to the boy's ENJOYMENT of Scouting. The very design of the Uniform makes it possible for him to play the game strenuously, the way boys want to play.

5. It encourages ADVANCEMENT. A boy seeing Badges and Insignia blossoming forth upon the Uniform of a chum or member of his Patrol will want to earn them for himself.

6. It gives added opportunity for SERVICE. The Scout in Uniform is chosen for civic service projects

before the Scout without one, because the Uniform itself adds to the boy's effectiveness in performing many services.

7. Earning the money with which to secure the Scout Uniform teaches a boy the invaluable lessons of THRIFT and PERSEVERANCE.

8. The ultimate acquisition of the Uniform establishes in a boy the feeling and sense of worthy OWNERSHIP, and encourages neatness and GOOD GROOMING.

II. Values to the Patrol and Troop

9. Complete uniforming definitely establishes the Troop's IDENTITY as a link in the world-spanning Scout Movement—a realization on the part of the Patrol and of the Troop that each in turn is a part of a larger whole.

10. It influences the group consciously and unconsciously toward attaining the IDEALS expected of it in its boy activities and group behavior.

11. It creates a PRIDE on the part of each individual Scout in "our Patrol" or "our Troop," which in turn helps to establish and maintain valuable Patrol and Troop TRADITIONS.

12. It insures the PREPAREDNESS of the Patrol and Troop for participation at a moment's notice in vigorous outdoor activities, civic service, or the like. A uniformed Troop *which the public can recognize immediately as a Scout Troop*, will be more useful to local, state and national authorities in times of emergency.

13. It is a contributing factor to the TENURE and ADVANCEMENT record of the Troop. Complete uniforming, it has been proved, is one of the important

features of Troops with a record of successfully holding their boys.

14. It guarantees the continuous GROWTH of the Troop, since the Uniform is a great incentive for the boy outside of the MOVEMENT to join.

15. Working for and earning the Uniform as a group-promoted project aids toward the development of Patrol and Troop SPIRIT.

III. Values to the Scout Leader

16. The Scout Leader's Uniform makes his leadership more effective by adding to the boys' RESPECT for him as their leader.

17. It establishes the Leader in the eyes of the community as a man of AUTHORITY who has a knowledge of matters pertaining to boy welfare.

18. It aids the Leader in developing Troop SPIRIT and MORALE, by adding the correct Scouting touch to all functions of the Troop.

19. The uniformed Scout Leader sets the EXAMPLE, which is the first and most important step toward complete uniforming for his Scouts.

20. The complete uniforming of his Troop provides a feeling of PRIDE IN ACCOMPLISHMENT, a sense of success attained that unconsciously creates a fertile field for further successes in other lines connected with the running of the Troop.

21. It causes the Scout Leader to be UNSELFISH, to work as one of a team to give the benefits of a worldwide movement to the boys of his community.

IV. Values to the Movement, Locally and Nationally

22. Complete uniforming of Scout Troops appearing in public adds to the PRESTIGE of Scouting by



Complete uniforming has proved an important feature of Troops that keep their older boys.

giving people the finest possible impression of our Movement through the smartness, uniformity, neatness and alertness of its members.

23. It secures and maintains public ATTENTION and keeps alive the INTEREST of the public in all Scout activities.

24. It aids in the GROWTH of the Scout Movement, because it attracts boys and helps to persuade parents to have their sons become Scouts.

25. It is a CHALLENGE to the community to recognize Scouting as an asset of great importance for the development of its youth into a sturdy, upstanding American citizenry—a challenge which when acted upon will mean a further forward step toward Scouting's goal of serving more and more American boys.

What Constitutes the Uniform?

The Official Uniform of the Boy Scouts of America consists of the following parts:

UNIFORM FOR SCOUTS

Hat—broad-brimmed, olive drab colored.

Shirt—khaki colored, with "Boy Scouts of America" above the right pocket; official buttons.

Shorts (or breeches)—khaki colored.

Belt—khaki colored, web, with metal buckle displaying Scout Badge in clear relief.

Stockings—khaki colored, wool or cotton.

Shoes—tan-colored, bearing official seal.

Neckerchief—of cotton, 30 inches square (or triangular in shape cut diagonally from such a square), in plain or combination colors, as selected by the Troop, District or Council.

Neckerchief Slide—plain or combination color cord, in the form of a Turk's head knot; or made of leather, bone, wood or other handicraft material.

Badges and Insignia—telling to what Patrol and Troop one belongs, and indicating his rank, office and service in Scouting.

UNIFORM FOR SCOUTERS

Hat—broad-brimmed, olive drab colored; with leather hat band and leather wind strap.

Shirt—as for Scouts. Plain white shirt optional with Uniform Coat and myrtle-green Necktie.

Shorts or Breeches—as for Scouts (Trousers optional, alternative to Shorts or Breeches).

Belt—as for Scouts.

Stockings—as for Scouts (dark tan leather puttees optional instead of Stockings with Breeches).

Shoes—as for Scouts (high, dark tan leather if Puttees are worn)



A brand new Uniform—comfortable from the first to the last wearing. Useful, serviceable and handsome.

Neckerchief—as for Scouts. (Myrtle-green Necktie may be worn).

Scouter's Coat—khaki colored. Optional.

Badges and Insignia—showing rank, office, service, Troop and community affiliation.

Only ONE Official Uniform

Remember: There is only *ONE* Official Boy Scout Uniform and the insignia of our Movement is on every piece of it. *Look for it and accept no piece that does not bear the Official Seal.* The Uniform is made by the Official National Outfitter, and is sold only by the National Supply Service and by officially appointed Scout Outfitters, and **ONLY TO SCOUTS AND SCOUTERS WHOSE UNEXPIRED CERTIFICATES OF MEMBERSHIP IN THE BOY SCOUTS OF AMERICA ARE SHOWN AT TIME OF PURCHASE.** *No other person* is permitted to purchase or wear the Scout Uniform.

The Boy Scouts of America insists upon a high standard of quality in its Official Uniform. It has been proved by experiments through the years that it would be unwise to substitute cheaper materials and poorer workmanship for the quality goods and workmanship now required. The Scout Uniform is made available as a service in making Scouting more effective; and it is manufactured and sold to meet the rigorous requirements of Scout activities and to give complete satisfaction to Scouts and their parents in terms of values received.

Wearing the Scout Uniform

While the National Council has not imposed the wearing of the Official Uniform as a necessary condition of Scouting, it has fixed certain definite requirements upon the Scout who would wear the Uniform.

The Constitution of the Boy Scouts of America states (Article XIV):

"The Badges and other Official Insignia and the Uniform of the Boy Scouts of America shall be made



What a thrill as the American Jamboree Contingent marched by! Outstanding Scouts who had proved the value of the Uniform.

available, and used only by Scouts or officials who have satisfactorily complied with the requirements prescribed by the National Council."

Who May Wear the Uniform

Under this rule, the following may wear the Uniform:

1. Any Boy Scout who is regularly enrolled with the National Council, provided he is in good standing in the Troop of which he is a member.
2. All Associate Scouts, Lone Scouts, Veteran Scouts and Scouters who are registered and are in good standing with the local Scout authorities in their respective communities.

According to the By-Laws of the Boy Scouts of America (Article IX):

"The Boy Scout Uniform is intended primarily for use in connection with the activities of the Boy Scout Movement, but its use may be authorized by local Scout officials under conditions and for purposes not inconsistent with the principles of Scouting and the Boy Scout Program; provided, however, the Uniform shall not be used:

1. When soliciting funds or engaging in any selling campaign; 2. When engaging in distinctive political endeavor; 3. When appearing upon the stage professionally without specific authority from the Executive Board". (Section 4.)

"Neither Scouts nor Scout Officials shall wear the Scout Uniform or any Official Scout Badges and Insignia outside the limits of the United States without special credentials from the National Council issued through the Executive Board, authorizing them to do so." (Section 5.)

Suggestions for the wearing of the Uniform follow:

When to Wear the Uniform

SCOUTS

1. In all formal Scouting activities, such as Patrol and Troop meetings, hikes, camps, rallies, demonstrations. At special church services for Scouts.

2. When appearing for advancement in Scout Rank before formal Courts of Honor or in the presentation of awards.

3. During Boy Scout Week in February.

4. When prescribed for special Scouting service or civic service activities.

5. On such other occasions as may be specifically

recommended or prescribed by either the Local or National Council.

SCOUTERS

1. Troop, Tribe, Ship and Patrol Meetings.
2. Hikes, camps, educational trips, cruises, with Patrol, Troop or Council.
3. Rallies, demonstrations, ceremonies, formal Council affairs and similar public events.
4. Special church services for Scouts.
5. Whenever appearing before the public with Scouts.

WEAR THE CORRECT UNIFORM CORRECTLY!

When Not to Wear the Uniform

1. When soliciting funds or engaged in any selling campaign or commercial operation.
2. When engaged in any distinctive political endeavor.
3. When appearing upon the stage professionally without special authority from the Executive Board of the National Council.
4. When taking part in parades except for the purpose of rendering services as a Scout or Scouter, or when officially representing the Boy Scouts of America.
5. When one has ceased to be a Scout or Scouter through failure to reregister or has left the Scout Movement for any other reason.

Uniforming the Troop

"I recognize fully the values of the Uniform to my boys and my Troop," says the Scoutmaster, "and there is nothing in the world that I would rather see than every one of them smartly uniformed. But HOW?"

There is *one* important key to the solution of that

problem: *The Scoutmaster's own attitude and his example resulting from that attitude.*

You have only to make up your mind to this: "I am getting my own Uniform right away—and shall be wearing it for ALL Troop undertakings!"

With that one point taken care of, you are two-thirds of the way to your goal, because your boys will realize that you mean business, that uniforming is not a vague notion on your part but an accomplishment in which you are vitally interested.

Your Example

When they see you in Uniform at all Troop activities the boys will feel that they ought to be in Uniform too, and will strive toward that goal. They will reason it out in their own minds: "Our Scoutmaster wears a Uniform. That must mean that all Scouts are supposed to wear one!"

If you do not wear a Uniform they will reason: "Our Scoutmaster doesn't bother about a Uniform, so apparently the Uniform isn't of any special consequence to a Scout."

Which shall it be?

By establishing the tradition that of course you appear in Uniform always, this Tradition will soon become the Troop's—"Troop Three in Uniform!"—and all the boys will want to follow it as soon as possible.

The Scoutmaster's example counts most. After that comes his constant encouragement to the boys to get their Uniforms, part after part. Check with them from time to time, pat them on the back, confer with them and suggest ways and means to them.

Helping the Boy

"But," you may say, "my boys cannot afford the Scout Uniform." Very possibly they can't—this very



The service Uniform is tough, useful, long wearing. The hat sheds rain, snow and sleet. Shorts and wool shirt make an all weather costume.

minute. But if they set out determinedly it will not be long before they will have the necessary amount accumulated.

Some time ago, two Scoutmasters started two Troops in South Brooklyn, New York, one of the poorest dis-

tricts of that great metropolis. One had the attitude: "These boys are too poor to get the Uniform." He found that sentiment echoed in the Troop. The attitude of the other was: "We want to get the Uniform, don't we?" and the unanimous answer of his boys was "Yeah!" After one year the first Scoutmaster had a Troop without a single boy in Uniform, while the other after one-half year had his Troop completely uniformed.

It can be done—provided you help! There is not a boy in our Movement who is not able to earn and save enough money to secure his Uniform, if he sets out with a will. And earning and saving, by the way, is the method recommended for every Scout, be he poor or rich.

In many cases, boys have to contribute their earnings to the family treasury, and these boys may justly feel that individual earning for a Uniform is out of the question. But still they may earn their Uniforms, as has been done frequently, through Troop or Patrol joint-earning projects that do not interfere with the boys' contributions to their family budgets. These joint-earning projects have a value beyond the securing of the Uniforms—the value of giving to every boy in the Patrol a feeling that he "belongs," that he has a part in the work of the "team."

Suggestions for Uniforming

Get your Patrol Leaders sold on wanting their Patrols completely uniformed, and discuss in the Troop Leaders' Council how the objective may be reached.

The following ideas have been used with success in other Troops:

1. Provide the boy at his *Tenderfoot Investiture*

with a part of his Uniform, purchased by the Troop Budget Fund. In many Troops the boy is given his Tenderfoot Badge at this occasion. Fine! But make it the embroidered badge rather than the metal one. The reason? He can pin the metal one on anything from a sweater to a skull cap. The embroidered badge, on the other hand, belongs definitely on one spot only: on the left pocket of the Scout shirt which you want to encourage him to get. Some Troops present the new boy with the Troop neckerchief, and even with the Troop numeral, community strip, and Patrol medalion as well. Of course, this is more expensive, but also more effective toward getting the boy uniformed.

2. Suggest to the boys methods of *earning money*, such as:

Make and sell handicraft articles.

Handle a paper route.

Weed gardens.

Take care of furnace and remove ashes.

Wash automobiles.

Take care of pet animals when owners are away.

Cut and pile wood.

Caddy for golfers.

Do part-time work in office or store.

Sell greeting cards.

Help janitor in church, school or other building.

Shovel snow.

Clean windows.

Cleaning, painting, whitewashing.

Pick fruits and berries, or gather nuts.

Raise and sell farm animals.

Can and preserve farm products for sale.

Conduct a roadside vegetable or fruit market.

Keep bee hives.

Beat rugs and carpets.

Wash dogs.

Deliver packages and run errands.

Mow lawns and rake leaves.

Collect and sell old metal, papers, and bottles.

Conduct a hobby exchange, stamps, etc.

Take care of children and invalids.

Put on a BOYS' LIFE Subscription Campaign.

3. Have the *Troop Committee investigate money earning possibilities* of the community and secure small jobs for the boys. It is definitely a responsibility of the Troop Committee to "cooperate with the Scoutmaster in developing opportunities whereby members of the Troop may earn money to secure the Uniform." (See Chat 10.) Securing such jobs must not involve depriving somebody else from earning a living.

4. *At parents' meetings* get the fathers and mothers to think in terms of the Uniform. Boys have birthdays, and Christmas comes around once a year. If parents and relatives are aware of the boys' burning desire for the Uniform, they will help them get it.

5. Establish a *Troop Uniform Savings Bank* in which the boys deposit their dimes and quarters, as earned or saved. This project involves bookkeeping and should not be undertaken unless a responsible person is available to keep adequate records.

6. Some Troops have established a *Troop Uniform Fund*, in which is placed money earned from entertainments and special Troop projects. This fund matches the pennies of each boy toward his Uniform. Whenever a boy brings in a nickel, a dime is credited toward his Uniform account. Active Troops have made a success of this procedure.

In no case, however, is it wise for a Troop to buy



"That Badge is for Camping." "This one is for Firemanship." Some day this sub-Cub will follow the Merit Badge trail of his Scout hero.

Uniforms for all its Scouts with the idea that the boys will gain full ownership through an installment plan arrangement. A Scout should learn the wisdom of paying as he goes.

7. Many Troops secure continued uniforming through a *Uniform Exchange*. Whenever a boy outgrows his Uniform or ceases to be a Scout the outfit is appraised. If it is in sufficiently good condition it is purchased by the Troop for resale to one of its Scouts.

8. And finally, keep the boys *Uniform-conscious* at all times, through regular inspections at Troop meetings, through insisting that Badges and Insignia be worn correctly, through making attendance in *Uniform* count heavily in Patrol ratings.

Provide Opportunities

The opportunity should be provided constantly for boys to wear their Uniforms when they appear in public. Arrange for them to participate in civic service—such as taking a traffic count, helping distribute Red Cross posters or Community Chest signs and literature—in order that other boys may see that *Scouts* are the ones selected and recognized for these various duties. Also arrange for the boys to participate in local, county, and state fairs, expositions and conventions, farmer picnics, and conduct First Aid tents at the Firemen's Picnic or at the community picnic grove.

All of these activities heighten the boys' appreciation of Scouting and of the Uniform as an essential factor. And in addition, other boys are stimulated to become Scouts when they see Scouts participating in these events.

BADGES AND INSIGNIA

The Badges and Insignia are a part of the Official Scout Uniform and just as much care should be taken to see that they are worn correctly as in the case of any other part of the Uniform. It is important that the boy wears all the Badges to which his advancement, leadership and service record entitle him. It is not only an encouragement to the boy, but an incentive to other Scouts; also the Scoutmaster should follow this same principle himself. Above all see that the Badges are correctly placed.

In order to help Scout Leaders make a check on the correct wearing of the Uniform and Insignia, there has been prepared an official manual, "Uniform Badges and Insignia," which is made available at a price within the means of every Troop. On the follow-



Like a "maverick" in the old wild west days an unmarked piece of clothing or equipment is hard to identify. Put a "brand" on everything.

ing pages we give you some of the general rules that govern the placing of Insignia and illustrations of the more commonly encountered Badges and Insignia. This will serve as a starter, but as the Scouts progress in rank your Troop should secure a copy of the manual on "Uniform, Badges and Insignia."

General Rules Governing Correct Position of Badges

For Scouts

BADGES OF RANK. Metal badge of highest rank worn on hat. Embroidered badge of highest rank centered on left pocket of shirt. If metal badge of rank is worn on shirt, it is centered on left pocket, covering embroid-

SCOUT BADGES AND INSIGNIA



Tenderfoot



Second Class



First Class



Star Scout



Life Scout



Eagle Scout

Patrol
Medallion

Community Strip

Troop
NumeralService
StarFive Year
VeteranTen Year
VeteranFifteen Year
VeteranTwenty Year
VeteranTwenty-five
Year VeteranAssistant
Patrol LeaderPatrol
LeaderSenior Patrol
LeaderJunior Assistant
ScoutmasterAchievement
Scout

Life Guard

Honor Medal
for Life Saving

Sea Scout

Press Club
MemberExplorer
Scout

Rover Scout

BADGES AND INSIGNIA

Metal Badge worn on hat (Tenderfoot, Second Class, First Class, Star, Life, Eagle, Achievement, Sr. Patrol Leader or Jr. Asst. S.M.)

"Boy Scouts of America" embroidered in red silk over right pocket.

Patrol Medallion worn on right sleeve—top 2 inches below shoulder seam.

Special Temporary Insignia (Camp emblems, etc.) worn centered on right pocket flap or below flap.

Merit Badges in rows of two each (not more than six) may be worn on right sleeve on long sleeved shirt bottom row 3 inches above lower edge of cuff.

Veteran Insignia centered on right cuff.

Service Stars $\frac{3}{8}$ inches above the seam of left pocket flap, point up, centered above pocket button, $\frac{3}{4}$ inch from the center to center of stars.

Community Strip worn on left sleeve along the shoulder seam centered on the arm.

Troop Numeral on left sleeve, top two inches below shoulder seam and centered on the arm.

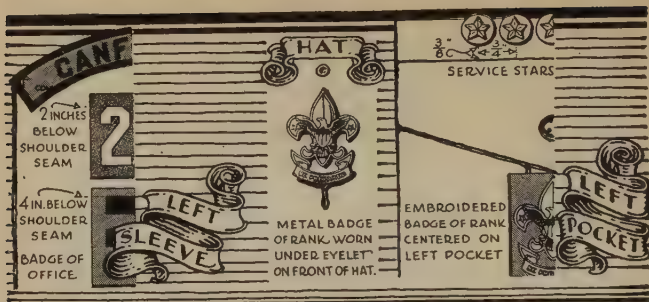
Embroidered Badge of Office worn on left sleeve top 4 inches below shoulder seam.

Embroidered Badge of highest rank centered on left pocket. If metal Badge of rank is worn on shirt it is centered on left pocket, covering embroidered Badge if worn.

Merit Badges and previous Badges of rank or office may be worn on Merit Badge Sash.

No Merit Badges on sleeve when sash is worn.





ered badge if worn. (Exception: Metal Eagle Badge on shirt above left pocket).

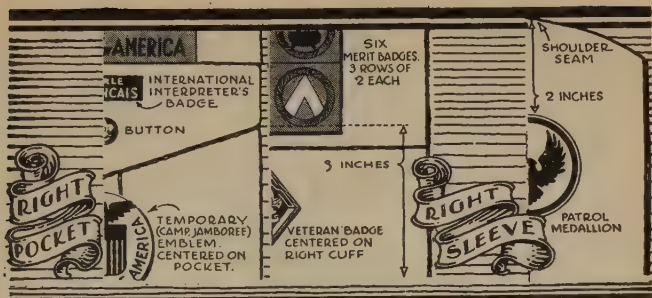
BADGES OF OFFICES. Worn on shirt only—not on coat or hat (except Senior Patrol Leader's and Junior Assistant Scoutmaster's metal hat badges). Embroidered (all Patrol Leader, Junior Assistant Scoutmaster, Scribe, Quartermaster, and Bugler Badges), worn on left sleeve, top of badge four inches below shoulder seam. If more than one Badge of Office is worn, top of major badge is four inches from shoulder seam; top of minor badge six inches from shoulder seam.

BADGES OF MEMBERSHIP. Troop Numeral left sleeve, top of badge two inches below shoulder seam. Patrol Medallion, right sleeve, top of badge two inches below shoulder seam.

EMBROIDERED VETERAN INSIGNIA. Centered on right cuff. (Metal badge worn with civilian clothes only.)

SERVICE STARS. Worn on left breast three-eighth inch above pocket flap. If several decorations are worn on left breast the line of Service Stars is placed higher than three-eighth inch as may be necessary. No Badges or Insignia worn above Service Stars.

TEMPORARY INSIGNIA. World Jamboree, National



Jamboree, Local Council Rallies, Training Schools or Conferences, Camp Emblems. Centered right breast pocket.

COMMUNITY STRIP. Worn on left shirt sleeve at shoulder seam.

MERIT BADGES. May be worn right sleeve of shirt, rows of two, not more than three rows, bottom row parallel with edge of cuff, three inches above it. Or may be worn on Merit Badge sash, in which case none on sleeve.

SENIOR SCOUT BADGES

Explorer—Right sleeve of Scout Shirt in place designated for Patrol Medallions. (If Explorer desires to wear Patrol Emblem also, the Explorer Insignia worn four inches below shoulder seam.)

Rover—Right sleeve four inches below shoulder seam and centered on the arm.

For Scout Officials

BADGES OF RANK. Embroidered and metal worn as by Scouts on shirt only. Eagle may be worn on coat.

BADGES OF OFFICE. Metal Badges of Office on each side of the collar, the lower edge one-quarter of an

inch from each edge. This applies to all Commissioned Officials from the Assistant Scoutmaster to the Chief Scout Executive, Laymen, and Troop Committeemen. They wear no hat badges. It is optional whether the Scoutmaster, Assistant Scoutmaster and Troop Committeemen wear the felt Numerals and Community Strip on the shirt or not. They are not worn on the coat. Embroidered Badges of Office are worn on the left sleeve of the shirt same as by Scouts.

MERIT BADGES. Worn as by Scouts with shirt, not with coat.

VETERAN INSIGNIA. Embroidered Veteran Badge is worn sewed to the outside half of the right shirt sleeve, centered on the cuff. Officials may wear this badge on coat one and one-half inches above the end of the sleeve. The metal Veteran Insignia is for civilian use only.

SERVICE STARS. Worn as by Scouts on shirt or coat.

SCOUTMASTER'S KEY. SCOUTER'S TRAINING AWARD. Worn pinned above the left breast pocket of coat or shirt (not on flap), to left of Eagle Badge if latter is worn. Worn as a watch charm on civilian clothes.

TEMPORARY INSIGNIA. Worn centered on the right breast pocket, as by Scouts.



CHAT 19

FINANCING THE TROOP

A TROOP, like any other going concern, must have money with which to conduct its activities. The sooner a Troop gets on a sound working basis financially, the longer it is likely to live and function.

The Troop Committee and the Scoutmaster should definitely face the problem of Troop Finance and establish a plan by which the Troop will operate. Because *every* phase of Troop management should be conducted so that it exemplifies the Scout Oath and Law, the Troop finances should show to the Scout the way of *Thrift* and the benefits of *Preparedness* through advance planning.

In business, the budget system has been accepted as the most successful and logical means of forecasting and meeting financial obligations. Since a boy must graduate from Scouting into the business world, his Scout training should be consistent with good business practice. For that reason, as well as for many others, a Troop Budget System is recommended as the basis for Troop finances.

Values of a Troop Budget System

The experiences of Troops using a Troop budget system show conclusively the values inherent in it, among them the following:

1. It insures the *prompt reregistration* of the Troop. When a boy first joins the Troop, he is required to pay his registration fee. The following year his re-registration fee will be provided for through the budget.
2. It develops in the Scouts a sense of real *responsibility* to the business life of the Troop, thus providing an incentive to engage in systematic *saving* and stimulating *regular payment of dues*.
3. It provides for the *upkeep of Troop equipment*, resulting in pride of ownership on the part of each Scout.
4. It makes available to each Scout *Badges and Insignia* of advancement and office, to be presented to him on behalf of the Troop.
5. It makes *BOYS' LIFE* available to every Scout.
6. Through the provision in the Budget for community service and social welfare work, there is developed in each Scout an appreciation of his responsibility and obligation to society. It encourages in him the spirit of *sharing*.



The Budget Plan makes BOYS' LIFE available to every Scout in the Troop. They may not be thinking, but they are surely grinning.

Steps in Establishing the Troop Budget Plan

The Troop Budget plan involves three distinct steps:

- (1) The adoption of a definite budget;

(2) The establishment of a Revolving Fund to meet immediate financial needs;

(3) The regular weekly payment of a small sum—usually a nickel or a dime—by each member of the Troop.

Planning the Budget

Before taking up the operation of the Troop Budget with the Troop Committee, it will be well to discuss it with the Patrol Leaders in the Troop Leaders' Council. There are two important decisions to be made, and the Patrol Leaders are best able to make them.

First: "How much can we expect each Scout to pay each week? Can we expect a dime, or should it be only a nickle? How much can he save weekly for this purpose? How much can he earn?" Discuss this frankly and determine upon weekly dues that will not be too much of a burden and yet will make each Scout feel that he contributes a real share to the financing of his Troop. The Scouts should be definitely urged to *earn* the money for their weekly dues.

Second: "What should be included in the Budget?" Among the items should be reregistration fees, subscriptions to BOYS' LIFE, badges for new Scouts or advancing Scouts, upkeep of Troop property. A majority of Troop Budgets provide for welfare work or charity.

The budget should be planned to meet the Troop needs in the most practical and economical manner. Usually, it should *not* include provisions for such things as Troop flags, tents, or other Troop equipment. Finances for such expenditures should be raised from other sources, as suggested later in this Chat.

After the Troop Leaders have discussed the Budget, it should be reviewed and approved by the Troop Com-

mittee, and the Treasurer (a member of the Troop Committee) should make himself responsible for its operation with the aid of the Troop Scribe.

The Budget is then presented to the entire Troop for adoption, together with a full explanation of what a Budget system is and why all well regulated businesses are operated on Budget plans. Emphasis should also be placed on each boy's personal responsibility for making a success of the plan by prompt payment of his own share of the necessary Troop funds. Parents should likewise be taken into confidence at the first possible occasion so that they may thoroughly understand what the Troop Leaders are trying to do and that the whole plan is more than merely a matter of collecting necessary funds, but also a real thrift measure with business training possibilities for their sons.

The Budgets as finally developed may be similar to the following:

On the basis of weekly dues of 10 cents—

INCOME (One Year)	EXPENSES (One Year)
10c weekly, 50 weeks \$5.00	Reregistration Fee \$.50
	Incidental Expenses —
	Badges (Tenderfoot, Second Class, First Class), Troop Numerals, Patrol Emblems, Community Strips, Printed Records, etc.75
	Welfare Work—Christmas Basket or gift to worthy cause50
	Troop Supplies — to be used as Troop needs are apparent2.00
	BOYS' LIFE (Concession Offer to Scouts) . .75
	Troop Sinking Fund50
<u>\$5.00</u>	<u>\$5.00</u>

On the basis of weekly dues of 5 cents—

INCOME (One Year)	EXPENSES (One Year)
5c weekly, 50 weeks \$2.50	Reregistration Fee \$.50
	Incidental Expenses75
	Welfare Work25
	BOYS' LIFE (Conces- sion Offer to Scouts) . . .75
	Troop Sinking Fund25
	<hr/>
	<u>\$2.50</u>

The Revolving Fund

Of course, items will come up for which payment will have to be made immediately instead of deferring it until dues have accumulated in a sufficient amount. To take care of this, the Budget Plan calls for the establishment of some working capital, a Revolving Fund. This fund is simply a sum of money from which amounts may be taken as needed with the understanding that the normal receipts from Troop dues before the end of the year will replace the money spent. The Revolving Fund is not an absolute necessity, but it is very useful when properly managed and conscientiously preserved on a business-like basis.

The minimum amount of a Revolving Fund should be estimated on the basis of one dollar and twenty-five cents per Troop member. For twenty Scouts, \$25.00; thirty-two Scouts, \$40.00, etc. In a new Troop, the Fund should be based not upon the number of Scouts in it at the time, but on the number of Scouts to which it may be expected to grow the first year.

How this Fund is to be secured is of course for the Troop Committee and the Sponsoring Institution to decide.

The most desirable method is to have it established by the Institution itself. Clear-headed business men recognize the value of thrift training, and if the In-



A Scout Entertainment, planned under the leadership of the Assistant Scoutmaster, binds the Troop together. It also makes money.

stitution is financially able to do so, its board will establish the fund in order to make possible a thrift training within the Troop. Of course, it is the responsibility of the Troop Committee to present this matter to the Governing Board of the Institution.

In case the Sponsoring Institution is not itself able to finance the fund, a body within it—such as a men's organization, a men's Bible Class or the like—may be in a position to do so.

Occasionally the members of the Troop Committee themselves are able to establish the Fund.

And finally, the Troop itself may earn the amount through Troop money earning projects, such as collecting and selling old newspapers and magazines, putting on a Troop entertainment, etc.

As time goes on it is advisable to increase the Revolving Fund to take care of increased membership and expanded Troop activities.

Once established the Revolving Fund should be used only for Budget items. Care must be taken that the money spent from the Revolving Fund—for a Budget item—shall never exceed the total sum allowed for the year under that same item.

Collecting the Dues

When the Budget Plan is put in operation, every effort should be made to have dues paid with absolute regularity. Laxity in the collection of them will defeat the whole thrift training part of the program. And what is equally bad, once behind in payment, the boy may stay behind, while the dues accumulate far beyond his ability to pay, necessitating eventual partial or complete cancellation of them—obviously an unfairness to other Troop members who are paying their dues faithfully.

It should be the definite responsibility of each Patrol to collect the dues from its own members on time, and the responsibility of the Troop Scribe to gather the dues as Patrol “assessments” rather than individual payments and turn them over to the Treasurer. Let dues paid on time count heavily toward the Patrol’s standing on efficiency.

The boy should receive a definite receipt whenever he pays his dues, either by a written or punched check on the space provided for this on his registration card, or on a special dues card developed by the Troop.

The collected dues should be turned over by the Troop Scribe to the Treasurer, who will place them in a savings bank account. It is suggested that a petty cash account in the amount of \$5.00 or so be created



BOYS' LIFE furnishes this Budget Book free. It's a great help. Send a postcard and get yours. It makes budgeting easy.

for the Scribe, this money to be used for making small cash purchases such as Badges, Insignia, etc. When the Scribe has spent the full amount of his account and returned to the Treasurer receipted bills for his expenditures, another \$5.00 will be issued so that he may carry on. This procedure will eliminate a great amount of waste motion. Larger bills will be paid by the Treasurer upon the recommendation of the Scoutmaster and with the approval of the Troop Committee.

Keeping the Records

The complete financial records of income and disbursements are kept by the Treasurer, who furnishes a brief report monthly to the Troop Committee and to the Troop on the status of the Troop treasury. Some Troops have found it helpful to have the Treasurer's

report mimeographed each month so the Scouts can take it home.

A recommended form of records is that advocated in the Troop Budget Financial Record Book, which is made available free of charge by BOYS' LIFE Magazine upon request sent to its offices at the National Office of the Boy Scouts of America, 2 Park Avenue, New York, N. Y. This Record Book contains full instructions for the establishment of a sound financial accounting system for the Troop, besides pages for income and expenditures and yearly dues records of individual Scouts.

Other Suggestions

It is recommended that when a new Scout joins the Troop he pay the full fifty cents registration fee regardless of Troop Charter duration at the time of his entry. The Troop sends to the Local Council office only the required *pro rata* fee, putting the balance in the Revolving Fund for use at reregistration time. It should be explained carefully to the new Scout that he is expected to pay weekly dues. Also he should be told how the money is spent—how at the end of the Troop year his reregistration will be paid by the Troop—that his share of the Troop's incidental expense is taken care of—how his welfare obligation is assured, and that he personally will receive a copy of BOYS' LIFE each month as long as he is a member of the Troop *in good standing*. Through this procedure, he will realize that he has a definite responsibility to keep his dues paid up and that he will benefit thereby.

The Scoutmaster of a Troop operating on the Budget Plan has complete control of the Troop's BOYS' LIFE subscriptions at all times. If a Scout transfers or drops out of the Troop, his subscription can be transferred

to a new incoming Scout or stopped altogether. In the latter case a cash refund of the unused balance of the subscription price will be made by BOYS' LIFE to the Troop.

And, by the way, there is really no reason why the Scoutmaster, Assistant Scoutmasters and Troop Committee members shouldn't pay their weekly dues with the boys. It will simplify matters greatly when you come to reregistration time.

Money Earning Projects

As mentioned before, finances for the purchase of Troop flags, tents or other equipment are not meant to be provided by the Troop Budget. The Troop Budget is definitely designed to take care of the *running expenses* of the Troop. *Capital expenses* must be procured in some other way, preferably earned by the Troop as a whole.

National Policies

In setting out to find a money earning project, it is necessary that the Troop and its Committee have a clear understanding of the policies of the Boy Scouts of America in these matters, as presented in the By-Laws of our Movement:

COMMERCIALISM

"No member of the Boy Scouts of America, Scout Troop or Cub Pack, chartered Council, or any officer or representative of the Boy Scouts of America shall have the right to enter into a contract or relationship of a commercial character involving the Boy Scouts of America unless duly authorized by the National Executive Board, and then only in connection with the carrying out of the purposes of the Boy Scout Movement.*

* Troop, Tribe, Ship, Neighborhood Patrol.

"Nor shall any Local Council or Scout Troop or Cub Pack enter into a contract or business relationship with a business or commercial agency or corporation, or individual which may be construed as using the Boy Scout Movement for commercial purposes, such as an effort to capitalize public interest in the Boy Scout Movement rather than depending upon the merits of the business proposition. This shall not be interpreted, however, as interfering with any Scout earning money for his own Scout equipment or for his Troop*, provided the money is earned through services actually rendered, and is not dependent upon capitalizing interest in the Boy Scouts of America." (By-Laws, Art. XVI, Sect. 1.)*

SOLICITATION OF MONEY, OR SALE OF TAGS AND TICKET SALES

"Boy Scouts, collectively or individually, shall not be used in the solicitation of money or the sale of tags, or other similar methods of solicitation of money in connection with efforts to raise money incidental to the expenses of Scouting, provided, however, this shall not prohibit Local Councils from sanctioning the sale of tickets for the public display of Scout activities such as Merit Badge Shows, Rallies, Demonstrations, etc., when the nature of the program or function offers a value commensurate with the purchase price of tickets offered for sale, and the sale of tickets is not used as an indirect method of defeating the purpose of this By-Law; and provided further that Scouts' participation in the sale of tickets for such affairs shall be confined to their parents and immediate friends, and not involve methods similar to those used in the sale of tags or other general solicitation. The Scout Uniform must not be capitalized in such sale of tickets." (By-Laws, Art. XVI, Sect. 2, Cl. 1.)



Three Scouts make a horse and clown. They have fun. The entertainment they give other people is part of learning by doing.

Setting Out to Earn Money

Whenever the need arises in the Troop to raise funds, the problem should be taken up by the Troop Leaders' Council and the Troop Committee. When the project has been decided upon, great enthusiasm for it should be established in the Troop, and everybody should attack it with vigor and determination.

On the following pages are described two dozen projects which have worked successfully in other Troops. Some of them will surely work in your case. Your Troop Committee can help organize some of these activities, or they can secure the cooperation of the Sponsoring Institution, or of organizations within the institution. The parents' or mothers' club or the women's auxiliary of the Troop, churches, schools,

parent-teacher organizations, service clubs and similar organizations may all be of service.

In whatever project you choose, be certain that you *do not take work from someone who needs it*. And *check with the Local Council* in advance to make positive that the method you intend to use is in accordance with the policies of the Boy Scouts of America and the regulations of the Council. All money-raising projects for Scouting purposes within a Council's chartered territory, no matter by whom they are promoted or operated, are subject to the approval of the Local Council in accordance with National Council policies.

Money Earning Suggestions

1. *Pancake Suppers*, using pancakes, country sausage, coffee, syrup, cream, sugar. Flour mills or grocers are often willing to donate enough pancake flour, for advertising. Other things may be bought or donated. The Troop Committee and older Scouts act as cooks, serving done by boys. Twenty-five cents is charged. Many of these have been put on by Scout groups, one group serving 350 people, and making a profit of over \$70.

2. *Turkey Dinners* are popular and profitable during winter months. Several Troops put them on every winter. The best one served over 300 people. Charge was 50 cents for children, 75 cents for adults. The Troop bought everything, no donations, and paid a caterer to do the work. It can be done by Troop mothers, however. This particular Troop cleared \$54.

3. *Doughnut Sales* in small communities are successful. Made by mothers and sold to people in the community or church. If well organized a good sum can be realized by Troop.

4. *BOYS' LIFE*, our own Official Boy Scout Maga-

zine, offers an exceedingly practical plan which makes it possible for a Troop to raise funds. The plan can be very effectively applied to any Troop and allows for great interest on the part of the Scouts in that the activities involved in operating the plan can be developed into a competitive game within the Troop. In itself, the plan is comparatively simple. The Troop as a unit under the supervision of the Scoutmaster or under the supervision of some other Scouter, designated by the Scoutmaster, or under the supervision of the Troop Committee, undertakes to have each Scout of the Troop act as a junior salesman for BOYS' LIFE subscriptions. In return for subscription sales BOYS' LIFE offers an attractive commission. For complete details of this plan, write to Jack Gardner, BOYS' LIFE, 2 Park Avenue, New York, N. Y.

5. *Penny Carnivals*.—Have been used successfully in schools. One was staged in a high school during the winter and cleared over \$200. It is fun and interesting to set up and one the young people can enjoy. They have fortune tellers, movies, minstrel show, swim meet, hot dog stands, snake charmers, tea gardens, strong man, sell balloons, ice cream cones, etc., and it is one cent to get into each booth.

6. *Dramatic Performance*.—A Scout Circus, Merit Badge Exhibit, minstrel show, play. Do not undertake more than you can successfully carry out. This takes work and the outlay of some capital. Its returns can be very good if the affair is properly managed, but unless you have someone of experience to help you, you better try some other project. See Literature Catalog for Scout plays.

7. *Scout Entertainers*.—If you have talent in the Troop, Scouts can sometimes earn money by entertaining at luncheon clubs, parties and similar gatherings.

Songs, Scout demonstrations, clever skits, interest such an audience. Work up your act in advance and practice until the Scouts are perfect. Then send out personal letters to the President or Secretary of such organizations announcing the kind of show you are ready to put on and how long it lasts, and the fee. Get the Troop Committee to help you boost the idea. This is a popular and successful way of earning money.

8. A Troop in a small city ran a "*Family Service*." Its Scouts were prepared to go out in pairs to stay with small children in the evening when the parents wanted to go out, and to wash dishes of the evening meal for a small additional fee. They had a good list of regular customers. This would be practicable in a large city where many young couples who are unable to afford to pay for reliable help to stay with the children will gladly trust the little ones with Scouts whom they know to be trustworthy. Make contacts through the parent institution. If each member of the institution will bring the name of one of his friends allowing his name to be used as a reference, a personal letter may be sent to the entire list.

9. A variant of the above plan was used in a large city where *Playground* space is at a premium. The Scouts secured the use of a vacant lot which they fitted up with playground apparatus such as swings, seesaws, and other things, constructed in the main by the Scouts themselves. They took turns giving service to this playground from 3 to 5 every afternoon, and called for and delivered their young charges. This did not impose a burden on any members of the Troop, was a real service to young mothers of the community and netted the Troop treasury a nice sum.

10. A Troop in a town of less than average wealth has three or four fellows whose mothers own *vacuum*



These Scouts do a fine business each summer with their dog washing service. In addition, they wash and polish cars in their spare time.

cleaners. They have built up a list of customers for whom they vacuum the whole house every Saturday. This list was built up with the cooperation of the parent institution and neighborhood stores who permitted the Scouts to leave cards which they distributed to their customers.

11. One Troop runs a "Dog Washing Co." They got out typed handbills and delivered them to dog-owners (not tossed on the front steps, but delivered to each owner in person). They charge fifty cents for a ten-pound dog and scale their prices up or down according to weight. They have a list of regular customers, who appreciate being relieved of an unpleasant job.

12. *Conduct a Store at Stated Hours* for the sale of Scout-made objects. This is better over a long period

than for quick returns. In most communities it will be possible to secure some vacant store rent free. Get one as near to the shopping center as possible. Advertise in the daily press. Possibly the paper would be willing to give the Troop free advertising. Prepare and distribute handbills stating exactly what articles are for sale, that they are carefully made and backed by the Scout guarantee. Handicraft articles may be sold here, also such things as bird houses, carpentry work, etc. For numerous suggestions, see Chapter X, *Handbook for Patrol Leaders*.

13. *Sell Greeting Cards*.—Watch the advertising in BOYS' LIFE or make the cards yourself either by having the Troop artist produce a linoleum block (see *Handbook for Patrol Leaders*), or by having an engraving made from his original design, having the cards printed and hand colored by the Scouts.

14. *Collect and sell old metal, papers, bottles, junk*. First of all make your local contacts and make sure of what you can resell. This is something better attempted in the city than in the country. Many Troops raised considerable money this way. Scouts can call personally on all the houses within a certain district and explain what the Troop is doing and why, asking the housewives to set aside the material which the Troop is collecting. Be sure the boys call punctually when they say they will to collect the material.

15. Tickets are sold for Scout-promoted *movies* on certain nights and a percentage given to the group. Arrangements could be made in connection with some movie house. (Consult your Council Office before you undertake this.)

16. *White Elephant Sales*.—Some institutions allow the members of the institution—church or whatever it may be—to bring things from their homes with

which they are willing to part. A sale of these items is held and the profit applied to the Troop.

17. *Rummage Sale*.—This could be managed in the same way and for the same purpose.

18. *Bean-Hole Beans* have been baked by Scouts as a source of revenue. One Troop baked three hundred quarts in a dozen holes in the school yard and sold them to the folks of the neighborhood who would have bought even more if the Scouts had had them.

19. *Card File Recipes*.—Sometimes the ladies of a community who have their own recipes which are very good get together and have them typed on 3 x 5 cards or 4 x 6 cards and then sell them for 5 cents or 10 cents each. This is where the mothers' club or women's auxiliary and other women members of the Sponsoring Institution can be a real help to the Troop.

20. *Food Sale* of popcorn balls, candies, cakes baked by the mothers and other items made by mothers or Scouts themselves have been successfully conducted. Like most projects, the success depends upon the advance promotion. It is not merely enough to advertise in the papers or distribute handbills. A personal call explaining what sort of things may be obtained and when and where the sale will be held gives much better results. Be sure that all the goods are of prime quality. Usually Scouts bake or cook in their own homes and bring the articles to some central point to be sold. If the articles are sufficiently good perhaps it may be possible to build up an order business on a regular weekly basis. Scout-made biscuits may be a feature for one day in the week and candy, popcorn, etc., for other days.

And finally a few suggestions applicable in rural districts only:

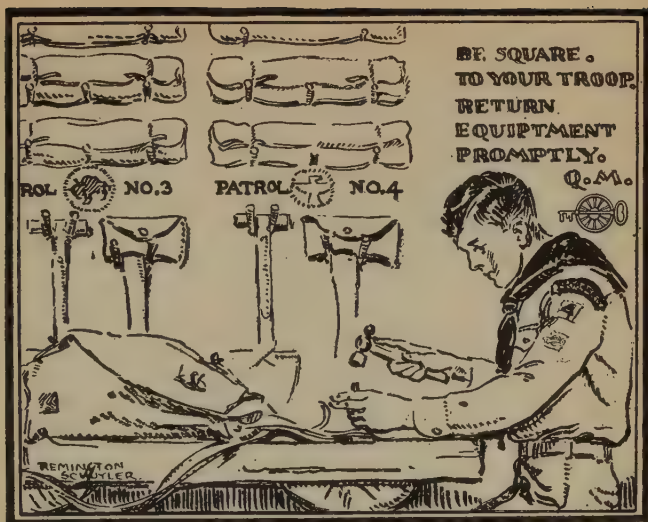
21. *Erect a Roadside Stand on Some Popular Auto-*

mobile Highway and sell farm produce on a commission basis. This is a service to farmers, a service to the public and the Troop itself can earn money, each boy taking charge of the stand for a certain number of hours a day or else on a certain day in the week.

22. *Specialize in Rural Craftwork*.—Make things out of farm products such as gourds, pumpkin shells, nuts, corn, dead timber, etc. The Rural Scouting Service at the National Office has special material on this subject. Get it free from them.

23. *Raise Plants and Flowers*.—You can get free instructions from your County Agent on raising plants from seeds and cuttings. Sell these at your roadside stand. Or raise livestock, poultry or dairy products.

24. *Raise Pets*.—There is a big demand for pet animals. If a Scout can secure good stock, this is one of the best long term projects. Study your market conditions. If you are near a city go in to call at some of the pet shops to find out if they will take your pets and what they are willing to pay. If you live in the country, talk to your neighbors and your Troop Committee before making the venture.



CHAT 20

OTHER FEATURES

1. The Troop Meeting Room

THE securing of a suitable Troop Meeting Room is primarily the responsibility of the Troop Committee. If the Troop is organized in connection with a school, church or other institution having a building of its own, an adequate meeting room is usually available there. If the Troop is under the sponsorship of some group not having a building of its own, the Troop Committee has the responsibility of locating a suitable meeting room.

National Policy on Troop Buildings

Scouting believes in using the existing facilities of

established institutions and discourages Troops from building special housing facilities:

"The policy of the Boy Scouts of America is opposed to the erection of buildings for Scout Headquarters. To raise a considerable sum of money for their erection involves many questions besides the important ones of permanency and proper administration of funds."

What?

The room should be large enough for simple games and for the construction of Patrol corners—yet not so large that the Troop will feel lost.

Attractive enough to make the boys feel comfortable—yet simple enough to make them want to improve it.

Well-lighted, heated, and ventilated, and not too far removed from the general neighborhood of the Troop's members.

Located in a safe building without unnecessary hazards, preferably on the ground floor. It should have, besides a door opening outward, at least one auxiliary fire exit. Available toilet facilities are necessary, and drinking water with sanitary paper cups is desirable (*never the community tin dipper or cup*).

Fire traps, damp, dark, unsanitary, or ill ventilated rooms, or those that cannot be properly heated are, of course, unusable.

Advance Arrangements

After a suitable meeting room has been found, a definite understanding regarding its use should be arrived at before it is occupied.

If rent must be paid, the amount should be decided upon, and the Troop Committee should take over the



The decorating of the Troop meeting room is given added impetus if each boy adds the Badge he earned.

responsibility of seeing to it that it is paid promptly whenever due. It should be established whether the Troop may consider the room its "own" and decorate it accordingly, or must share it with other groups. In the latter case, all Scout decorations and furniture must be removable. Also, it should be understood on what evenings and at what hours the room may be used, so that the noise from games and other activities will not interfere with programs elsewhere in the building; and a definite arrangement should be made with the institution as to how the heating will be taken care of during the cold season.

Often when Sponsoring Institutions are planning new buildings, Scout meeting rooms are included in their architectural scheme.

Developing the Meeting Room

The development of the Troop meeting room should be placed in the hands of a special Troop Meeting Room Committee (either elected or appointed), consisting of the Troop Quartermaster and one boy from each Patrol, with the Senior Patrol Leader or some older Scout as chairman.

This Meeting Room Committee should have such duties as the following:

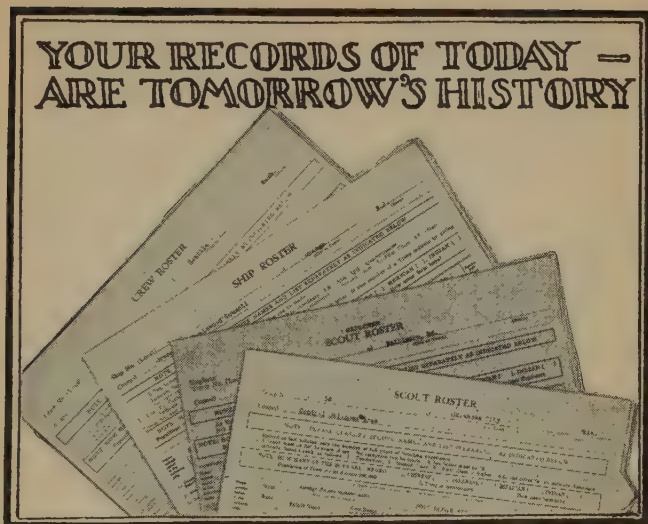
1. Gather ideas for the decoration of the room from all possible sources—the boys of the Troop, the Troop leaders, architects or interior decorators of the community, available literature.
2. Decide upon the style of decoration for the room and develop detailed plans.
3. Secure the necessary money for paint, tools and incidentals.
4. Secure volunteers from the rest of the Troop membership to help do the actual decorating.

This committee may encourage Patrols, especially when the Troop is meeting in a relatively small room, to “construct” folding screens with all kinds of designs and decorations which the Patrol uses as its bulletin board and behind which it assembles during the Patrol Period of the Troop Meetings.

The subject of how to decorate the Troop meeting room is so broad and provides for so much initiative that it cannot be treated in a few pages. Therefore, if you are considering the development of a room, it is suggested that you consult the Service Library Pamphlet, *Meeting Rooms for Troop and Patrol*.

2. Troop Record Keeping

What did we do last Columbus Day? How many Scouts were present at the Troop hike a month ago?



The rosters of your Scouts, Sea Scouts, Explorer Scouts, or Rovers go to the Local Council Office and become history.

Who were they? How far has Bobby Jones advanced? When did Jack Strong join the Troop?

These are some of the facts you must have at your finger tips to guide you in planning the activities of the Troop; to know the present standards of the Troop and to keep them up or raise them; to discover the Troop's weaknesses and overcome them; to aid Bobby Jones and Jack Strong and their brother Scouts in the Troop on their forward march in Scouting.

You are after *Results*. But results can be known only if you have *Records* of what has been going on in the Troop. And Troop records can be maintained only as *Reports* are gathered from those who are responsible for the activities of the Troop.

Reports—Records—Results. These are the “Three R’s” of effectiveness.

The Troop Log

The Troop Log—or “Book of Traditions”—contains the permanent report of the Troop.

Keep It Vivid

The Troop Log is not a collection of dry facts, but a vivid report of the doings of the Troop, the Patrols and the individuals in it, reporting both creditable and “discreditable” (or incredible) acts with equal emphasis, with tact, humor, impartiality and judgment.

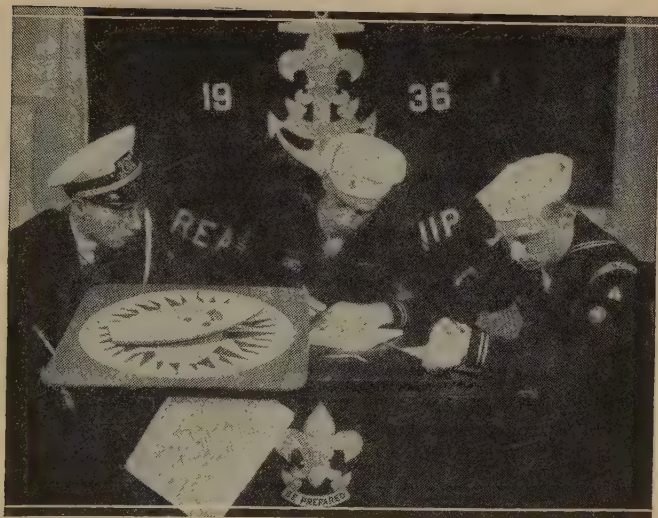
The Troop Log in itself may be a power for good in the Troop, if properly kept. A Scout likes to see his own deeds equal those of other Scouts whose accomplishments are being publicly recorded, and automatically the good Troop Log puts into operation that most potent force for a Scout’s improvement—the spontaneous desire from within himself to do better.

But to be of value, the Log must be read. When you hear some quiet chuckles in the Troop room, you should be fairly certain that someone has casually picked up the Log Book to read the latest items.

The Keeper of the Log

The Keeper of the Log should in all probability be the Troop Scribe. He became a Scribe because he possessed the very traits which will enable him to take care of the Log.

It is not his job to do all the work—on the contrary, his is the responsibility of getting *everybody* to help in creating a worthy history of the Troop.



The "Log" tells more or less romantically of the doings of the Troop. The Records tell statistically of those same doings.

Securing Its Contents

Each Patrol will submit a report of its doings every week, with as much imagination expressed as the Patrol can muster, for the Keeper to include in the Log. The Keeper will get the Troop's "wit" to write the doings of the Troop from a humorous angle, with plenty of *good-natured* jibes at his fellow members. He gets the journalist of the clan to write the news accounts, and the statistically-minded boy to write the statistics. The poet he encourages to write verses and jingles and epics of the heroic adventures of the Troop. He gets the artists to make cartoons and sketches—even if they be only of the "matchstick" variety—and will naturally have all who own cameras lined up to contribute their best "shots" to the Log.

After the material is gathered regularly—once every week or every two weeks—it becomes the Keeper's job to edit and put it in shape for posterity. He pastes small items on letter-head sized paper, copies what needs to be copied, pastes in sketches and photographs, adds his own personal contributions and inserts everything in the "Book of Traditions."

To hold the pages, a loose-leaf binder is most suited. This may be secured in any stationery or five-and-ten-cent store, and decorated to suit, in real "Scouty" style. Or the binder may be produced by the Troop's leathercraft expert by cutting leather to shape and punching holes in it through which a leather thong can be laced to hold the leaves together.

Records

While the Log tells more or less romantically of the doings of the Troop, the Records tell statistically of those same doings. They tell a story of great importance to those who know how to read them. To be effective, they should be simple, complete and up-to-date.

Suitable forms for Troop record keeping are available through the National Supply Service, or the Troop may develop and mimeograph its own.

An adequate record system should contain the following:

Book Records

1. *Individual Scout Record* (Form No. 503)—On this are kept the pertinent personal facts of the boy and his complete Scout history. The Requirements he meets are entered on this sheet. It also provides room for his record of attendance.

2. *Attendance Record* of the Troop (Form No. 506)—The attendance records of all the Scouts in the Troop are included on this form, preferably with members of the same Patrol listed together.

3. *Advancement and Tenure Record* of the Troop (Forms No. 528 and No. 528A)—On this may be seen at a glance the length of time each boy has been in the Troop and the advancement he has achieved.

4. *Dues Record* (included in Form No. 506)—Here a record is kept of dues paid and owed. The money is turned over to the Troop Treasurer, who keeps the Troop's Financial Records. (See Chat 19, Financing the Troop.)

Chart Records

5. *Attendance Chart*—On the wall of the Troop meeting room may be placed a chart showing the attendance of each boy, as a visual reminder.

6. *Advancement Chart*—An Advancement Wall Chart will aid in encouraging advancement, by making public to the Troop at all times the work of each member.

7. *Patrol Contest Chart*—to record the achievements of the Patrols (see Index).

Besides these, a graph may be developed to show the *percentage of attendance* at all Troop undertakings, and a chart showing the *tenure* of the members.

Who Keeps the Records?

In a Troop where the Troop Scribe is not a member of a Patrol, it should be possible for him to keep the Log Book and all the records, with the cooperation of an Assistant Scoutmaster for the advancement and of the Senior Patrol Leader for the attendance.

On the other hand, if he is in a Patrol, it would be unfair to place all the work in his hands. In this instance, it is advisable to arrange for two Troop Scribes, one as the *Keeper of the Log* and the other as the *Keeper of the Records*.

The Patrols and the Troop Records

Although the Scribe keeps the records, it should be definitely understood that it is up to the Patrols to provide him with the facts.

At the Troop meeting and on the Troop hike, for example, each Patrol Leader should present to the Scribe a list of those present and absent, with reasons for absences. Similarly, the Patrols should submit lists of the boys who have met Requirements or have paid dues, including the amounts.

Occasionally, attendance and dues are reported by the Patrols at the same time. For this purpose the Troop may use small manila envelopes, on the front of which the names of the boys of the Patrol are written and space provided to check attendance and dues, the dues being enclosed in the envelope when handed to the Scribe.

Forms and Blanks

In addition to the record keeping devices already mentioned, the Troop should have a supply of the following:

1. *Application for Membership* (Form No. 501B)—This is given to each candidate to be filled in by him and his parents and returned to the Troop. The information on this blank forms the basis for filling in the Individual Scout Record (Form No. 503) and the Additional Enrollment blank (see below).



On Troop Hikes, as well as on Patrol Hikes, Patrol Leaders should keep a record of those who are there for the fun, and for advancement.

2. *Additional Enrollment* (Form. No. 515)—This blank is used for registering new boys with the National Office (through the Local Council).

3. *Transfer Credit Certificate* (Form No. 502A)—To be used in any case where a Scout is transferred to or from membership in another Troop.

4. *Scouter Application* (Form No. 716)—Used in registering Scouters.

Other forms, such as *applications for Merit Badges, Star, Life and Eagle Ranks*, are made available through the office of the Local Council whenever the Troop needs them.

3. Troop Bulletins and Papers

As the activities of the Troop increase, as it enlarges

its numbers, as the Patrols become more and more effective, the Troop will find that it needs a means of reaching each boy without having to resort to frequent announcements which often are forgotten too soon after they are made.

To meet this need many Troops make use of the Troop bulletin board, while the more ambitious ones produce monthly Troop papers.

The Troop Bulletin Board

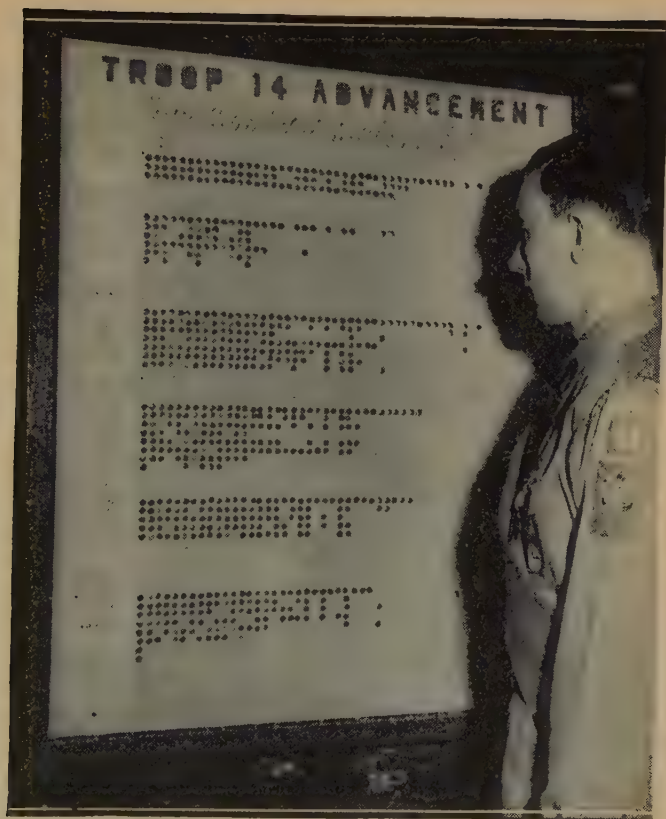
A simple bulletin board is easily made by some "handy man" in the Troop. The wooden frame may be constructed with miter joints at the corners. The board itself may be veneer, wood from old packing boxes, or some other material that will take thumb tacks readily. Another type of "bulletin board" is made from a hide strung taut on a frame in a prominent place and decorated with Indian signs and symbols.

On the Troop Bulletin Board will be placed special announcements concerning Troop hikes, camps and other activities, the Troop roster, snapshots that should be brought to the attention of the whole Troop and other items of general interest.

The Troop Bulletin Board should have new notices placed upon it before every meeting. If the boys find the same old notices week after week, they will get out of the habit of looking at the board. Keep it fresh. Make it important. Insist that a notice on the board is equal to a public announcement, that no Scout has any excuse for not knowing what has been announced on it.

The Outside Bulletin Board

The value of the bulletin board may be enhanced if it is located outside the Troop meeting place. You



A multitude of Troops make use of a Troop Advancement board. The more ambitious ones produce their monthly papers also.

will be surprised to see how many men and women (and boys who are prospective Scouts) will stop to look at its contents. Of course, it will be necessary to have a more elaborate, glass-covered frame for an outdoor bulletin board, but the effort and expense will be well repaid in increased usefulness.

If the meeting room is not located where people pass it frequently, get permission to place the bulletin board in a more central location, such as on the wall of the Sponsoring Institution, or outside a prominent store, which all the Scouts pass frequently on their way to school or work.

Here again, it is important that the contents be changed regularly—preferably weekly—and that plenty of photos and art work be used to catch the eye of the passer-by.

If a public bulletin board is used, it may be advisable to have a simpler one also in the meeting room with the more important notices.

The Troop Paper

More valuable than a bulletin board (but not a substitute for it) is the monthly Troop paper. It is also more elaborate to produce, but the Troop Scribe of the average Troop with the aid of a staff composed of Scouts with literary and artistic ability, and with access to a typewriter, can readily edit and publish a creditable two- or four-page monthly edition.

Many schools own typewriters and mimeograph machines, that they will make available for this purpose. On these it will be fairly simple to produce a couple of letter-head size sheets ($8\frac{1}{2}$ x 11 inches), mimeographed on one or both sides. Many Troops make use of a simple hectograph procedure, such as the "Ditto" process. Still others produce typewritten and suitably decorated copy from which the paper is photo-offset or photo-lithographed by a local establishment. A few Troops with printers in their "Scout family" have their papers printed, the boys doing much of the mechanical



Enhance the value of the Bulletin Board. Place it outside of the Troop Meeting Room. Then it becomes a community affair.

work—sometimes even setting the type and running the presses themselves.

In most instances the expense is covered by the Troop treasury. But occasionally advertisements may be secured from local dealers at a small monthly rate.

In this latter case a Troop paper must, of course, maintain the standards prescribed in the advertising policy of the Boy Scouts of America, as follows:

"Advertisements to be acceptable for Scout Publications in addition to meeting the standards in general use by publishers of high grade periodicals and other advertising media must:

"1. Justify the belief that the advertiser will actually receive a fair business return on his investment, the advertisement not serving merely as an indirect expression of interest, or as a contribution to the cause of Scouting.

"2. Deal with a service or product which it is believed will render some service to the readers of the publication or the purposes of the Boy Scouts of America."

The Troop paper—as most other things in the Troop—should be boy-produced, although the Scoutmaster or an Assistant Scoutmaster should give final approval to the material, since boys do not always recognize the proper balance between what can be safely included and what might hurt someone by being too personal or sarcastic.

As far as contents are concerned, each issue ought to include a short statement of an inspirational nature from the Scoutmaster, the complete Troop program of activities for the month, short résumé of the activities of the previous month, and lists of advancements and new boys. If space permits, each Patrol may include a short item about its activities, and a "personals" column may be used for serious or humorous highlights. But don't—please—reprint in your paper more or less unrelated jokes clipped from newspapers or magazines. They take up space—and the boys will



Even in camp, keep advancement records posted and up-to-date. This is the self-check that keeps the boys stepping ahead.

know them by heart anyway before they see them in the Troop paper.

Now just get a good name for your paper—possibly by a Troop contest—and go to it!

Troop Publicity

Be sure to send a copy of the Troop paper to every local newspaper. They will welcome it, especially if it contains plenty of names and announcements from which news items may be written.

Regular write-ups of Scout doings in the local newspaper not only help to tell the public what Scouting means and what Scouts do, but also serve to stimulate the Scouts themselves to greater efficiency.

Have the Troop Scribe provide the Local Council

Office with news of the Troop's doings for its publicity releases; and if the Local Council approves, send news directly to the newspaper.

You should remember at all times that a Scout Troop's best press agents are its boys, living the lives of Scouts. The basis of successful publicity for a Troop is the continual doing of good Scout work—and the good Troop does this for the fun of it and not for any inherent publicity values.

4. Patrol Recognition Plans

So many Scoutmasters have found continuous friendly competition between the Patrols valuable, that it might be considered an essential feature of a successful Troop.

The only justification for the use of a recognition plan, however, is to stimulate and unify each Patrol through the recognition of Patrol achievements in which the boys work together for *its* glory, while advancing *themselves* in Scoutcraft and Scout Spirit.

Point System

The principle of a point system of recognition is that points are awarded to the Patrols on the basis of a pre-determined scale, for such items as attendance, advancement, games and contests, and special features.

Dangers of a Point System

There is always danger in any point system. The boys may begin to think of whatever they do in the Troop in terms of points. This, of course, should be guarded against. When the boys start to ask "How many points do we get for that?" it is time to embark upon another scheme.

Similarly, if one Patrol continuously runs off with

the honors, the system should either be discontinued or modified to give all Patrols — even the young ones — an equal chance.

In any case, the duration of a point system should not be too long. If it is permitted to drag, the Patrols which fall behind are apt to feel themselves hopelessly outdistanced and become discouraged. The interest in such competitions should be renewed by finishing one and starting another. This may be done at the end of a definite length of time (two months, for example) or when one Patrol has earned a certain number of points (not too many). When the new contest is started, a rearrangement of the points and regulations may be desirable to give variety.

And always avoid making awards or giving points to individual Scouts.

How to Start a Point System

Since the success of any point system depends upon the whole-hearted acceptance of it by the Patrols it is obvious that the set-up must be discussed at a meeting of the Troop Leaders' Council. It may be advisable, in order to save time, to have some schedule prepared ahead by a Junior Leader, but the Patrol Leaders should make the decisions and accept the scheme.

Working Out the Points

It should be kept constantly in mind that *no* one system of points would be equally well adapted to the needs of different Troops, but that each Troop should consider its own needs and its own program features in working out its schedule. The arrangement of points that appears on the following page is simply a sample to serve as a guide. It is not presented as a schedule to be adopted by Troops without modifications to meet their own peculiar needs.

The schedule decided upon may be along the following lines:

ATTENDANCE AT TROOP ACTIVITIES

Troop Meeting

Entire Patrol Present in correct Uniform.... 10 Points
 (When less than 100% of the Patrol is present in Uniform, award a proportionate number of points. When a Scout who owns a Uniform is present but not in Uniform, count him as only $\frac{1}{2}$ -Scout present. When a Scout is absent but has reported, before the meeting opens, a satisfactory reason for his absence, count him as $\frac{1}{2}$ -Scout present.)

Troop Hike (same scale as above) 20 Points

ATTENDANCE AT PATROL ACTIVITIES

Patrol Meeting—(It is not considered a Patrol Meeting unless at least $\frac{2}{3}$ of the Scouts are present)

Entire Patrol present in Scout Uniform..... 10 Points
 (Same rules as above)

Patrol Hike (same scale as above) 20 Points

DUES

Paid in full on time..... 5 Points

ADVANCEMENT—Count advancement in rank only, not the meeting of the individual Requirements.

Second Class 10 Points

First Class 15 Points

Each Merit Badge 5 Points

PATROL GAMES AND SPECIAL COMPETITIONS

Patrol placing first 5 or 10 Points

Patrol placing second 3 or 6 Points

Patrol placing third 1 or 3 Points

SPECIAL FEATURES

For especially interesting features, periodically staged stunts at Troop meetings or on hikes, or outstanding Patrol projects, the Scoutmaster may award at his discretion..... up to 10 Points

The above schedule may be modified in many ways, but the fundamentals remain the same. As a rule, the simpler the system the better.

A different schedule may be based upon the "*point-for-everyone*" principle. If there are four Patrols in a Troop, they receive respectively four, three, two or one point, according to their ranking in each subject of competition. Attendance, advancement, success in games and contests, neatness on inspection, good discipline during meetings—all these activities are judged by the Scoutmaster on a Patrol basis and points are awarded.

Experience has definitely shown that it is unwise to include any demerits or penalties in a point contest of this kind. It is agreed that a positive stimulus is much better than a negative threat or punishment.

Visual Progress Charts

Any number of methods of recording Patrol progress present themselves. The important point is that the method be visual, so that the record may be constantly before the boys.

The following methods have proved successful:

Climbing the Ladder.—Four ladders, one for each Patrol, are painted on a large piece of cardboard which hangs on the wall of the Troop meeting room. On each ladder is placed a little pasteboard Scout, representing the Scouts of that Patrol. Each rung counts ten points. The relative height of each pasteboard Scout on the ladder will indicate the relative progress of that Patrol toward the Troop's standard as represented by the top of the ladder. This is a constant source of interest not only to the Scouts, but also to visitors. Or change the ladder into Mount Everest, or the Washington Monu-

ment. Or turn the pasteboard Scout into a stratosphere balloon, or an elevator "going up."

The Canoe Race.—A similar idea, and possibly better, is to have a frieze painted at the top of the meeting room's wall. The frieze should picture a river, with a tree, a boulder, a shrub, etc., painted on the bank at regular intervals. Each landmark represents 10 points, and each Patrol is represented by a pasteboard canoe filled with Scouts, corresponding to the number in the Patrol, who are paddling toward the goal. Or make it airplanes on a trans-Atlantic hop, or automobiles on a racetrack, or pirate ships on the way to Treasure Island.

A practical and Scout-like recognition plan is to let each Patrol have a small wooden board on which there are eight or ten spaces blocked out. The Troop provides small wooden or leather emblems indicative of proficiency in various kinds of Scout enterprises including attendance, Uniform, hiking, first aid and other subjects. *Every* Patrol that meets a standard in any one of these things is permitted to display on its Patrol board one of the emblems showing that in a particular week or month the Patrol has met the Troop's standard in that particular activity.

The blackboard system is still another practical method. This requires that a blackboard be in the meeting room, on which the Patrols' records are kept. When a Patrol earns some points toward its goal, they are recorded then and there. The Scouts are stimulated greatly when they can see the results of their efforts recorded immediately.

Trophies

There may be some outward, visible trophy of achievement for recognition of Patrols that reach the



To see this orderly, well arranged equipment surely suggests putting it to use. A constant suggestion to hike and camp.

“top of the ladder” or the “end of the river”—in other words, the established Troop standard. Let it be something simple, like a streamer with an inscription in indelible ink for the Patrol flag staff, or a leather skin stretched on a rustic wooden frame, with the names of the Patrol members and details of the competition burnt in.

Expensive prizes should *never* be used. There is a great danger in silver cups and shields, for they may encourage the mere winning of a prize rather than the gaining of an honor for the Patrol.

As recognition, a Patrol may be given the privilege of carrying the Troop colors.

When pride in one's own group becomes a grow-

ing egotism and ceases to recognize the rights of others, then competition defeats its own end. In all Patrol recognition the spirit of fair play must be constantly kept in the foreground. Winning must never become more important than the fun of playing the game. The Scoutmaster can skillfully avoid the development of conceit and jealousy by organizing Patrol recognition plans so that no one Patrol has a monopoly of the glory, and each group has some worthwhile achievement of which to be proud.

5. Troop Property

With the growth of the Troop the need for certain pieces of equipment—for Troop meetings, for hikes and for camps—will arise, and the Troop will set out to earn them, until it has finally accumulated property needed to take care of all its activities.

What Property Is Needed?

What is needed depends largely upon the local conditions. One Troop may specialize in first aid and will need plenty of first aid equipment. Another may be interested in map-making and will need plane tables and drawing equipment. Still another may go in for pioneering on a grand scale and will need several felling axes and rope “by the mile” for lashings.

The list of equipment on the next two pages has been suggested by the Narragansett Council, R. I., and is presented to aid your Troop in deciding what it *might* need.

A Troop Is Thrifty

“A Scout is Thrifty.” So is a Scout Troop. So that there will be no loss of Troop property the Troop should adopt a businesslike way of handling it and checking



The Troop Quartermaster keeps a record of all Troop property used indoors or out.

it in and out, along the following lines, suggested by the Oakland (Cal.) Council:

1. Have a book headed "Troop Property." List everything the Troop owns in it and keep it up to date.

2. Have a chest or cabinet in which to keep things. If it cannot be left in the Troop room, make it portable so that it can be put away. There is always some place to keep it.

3. Have a Quartermaster who takes care of the property and keeps the record. Have him supervised by an adult who also knows what the Troop owns.

4. Have every piece of property marked with the Troop number. Keep a small can of enamel and a brush for that purpose. Carve the number into wooden ar-

TROOP PROPERTY

Scoutercraft Material

- 32—4 ft. pieces window cord
- 12—Triangular Bandages
- 12—Rolls 2 in. Bandage
- 6—Rolls 1 in. Bandage
- 6—Compasses
- 6—6 in. Rulers
- 6—U. S. Geological Survey Maps
- 4—Signal Kits
- 1—Ball Twine
- 6—Candles
- 1—Oilstone
- 1—Fire by Friction Set
 - Sticks (for Model Pioneering)
 - Wood (for Firebuilding Instruction)
 - Stones (for Trail Signs)
- 1—Model Home-made Pack
- 1—Model Tin-can Cook Kit
- 1—Felling Axe
- 1—First Aid Pouch

Camping Equipment

See Troop Camping Chat

Flags

- 1—Troop Flag (parade size)
- 1—Flag of the United States (parade size)
- 1—Flag of the United States (for pole)
- 1—Flag Pole (for meeting room)
- 2—Flag Belts
- 2—Floor Stands for Flags

TROOP PROPERTY

Records and Literature

- 1—Troop Tradition Book (for clippings, pictures, letters, etc.)
- 1—S. M.'s Troop Program Note Book
- 1—Troop Record Book (complete with forms)
Local Council Information Bulletins
- 4—Patrol Record Books
- 1—Advancement Chart
- 1—Attendance Chart
- 1—Bulletin Board
- 6—*Handbooks for Boys*
- 2—*Handbooks for Patrol Leaders*
- 1—*Handbook for Scoutmasters*
- 1—*How Book of Scouting*
- 1—Game Book (such as "Games and Game Leadership" or "Gilcraft's Book of Games" or "Games for Boys")
- 1—First Aid Manual (A. R. C.)
- 1—Handicraft Manual (Griswold)
- 1—Set of Common Merit Badge Pamphlets
B. S. A. Service Library Pamphlets, as desired

Badges and Insignia

- 8—Tenderfoot Badges
- 6—Second Class Badges
- 4—First Class Badges
- 12—Community Strips
- 12—Troop Numerals
Extra Patrol Medallions

ticles. Scratch or etch it into metal. Ink it into flags and books.

Have this done to Scouts' property and clothes also, especially hats, coats and bugles. Hats and coats may be left at rallies. Bugles may be left at rehearsals or concerts and the owners can identify them only if they have identifying marks.

Do not depend upon the parents to do this marking. Make it a Patrol project and make a check of markings a part of the inspection at meetings.

5. Make it a rule that flags, ropes and equipment used at the meetings stay at the meeting place and that hike equipment must be checked in immediately after its use. Keep a record of equipment that must be used at home, and rely upon the record rather than on memory to locate them.

6. Take an inventory on October 1, January 1 and May 1 and also when the Troop reregisters, just as any business concern does. This will teach system and thrift to the Scouts of the Troop.

6. Troop Mobilization

Every year Scouts, somewhere, have rendered excellent emergency service in time of disaster. The most efficient service can be done when the Scouts of the community can be mobilized quickly and with little confusion. And the way to assure this is to develop in the Troop a mobilization system and practice it from time to time.

Preparing the Mobilization System

Inform the parents of every Scout that the Troop may be called upon to assist in handling local emergencies. Make it clear that the Scout's services cannot

be accepted without his parents' permission. Tell them what kinds of service may be rendered. Provide blanks for them to sign, granting their permission.

Arrange detailed plan for reaching every available Scout in the shortest possible time. For example: Scoutmaster 'phones two Assistants; each Assistant 'phones two Patrol Leaders and the Senior Patrol Leader or Junior Assistant Scoutmaster respectively; each Patrol Leader 'phones his Assistant Patrol Leader and three Scouts, the Assistant Patrol Leader taking care of the rest. For every man, have an alternate. For example: If Assistant Scoutmaster cannot be reached, an older Scout is called and does the Assistant's work. (A community-wide call will originate with the Scout Executive or the Local Council Office, which will call District Commissioners, who in turn will contact the Scoutmasters.)

Arrange an alternate plan for reaching the Scouts in case the telephone system is not working—or where Scouts do not have telephones. Messages may be carried by Scouts on foot, bicycle or automobile.

Supply each Scout or Scouter who is responsible for calling others with a list of names, addresses, telephone numbers and any additional instructions needed. Let him understand that persons difficult to reach are to be left till the last. The idea is to get the greatest possible number in motion in the shortest possible time. A quick and effective method for communities of moderate size is to display a mobilization flag (or a light if the call is issued at night) on the City Hall or other designated place. Instantly a Scout sees it he spreads the word. Another method is to secure the cooperation of the local fire department and arrange with them for a special call to be sounded on the fire alarm system. A list of persons authorized to give orders to have this call

sounded should be on file at the fire department headquarters.

Another very effective method is to get the help of the local radio station, if any, to send the call over the air.

If arrangements are made with the school authorities, parents and employers of the Scouts, a call may be issued at any time of the day.

A definite place should be designated in advance for all mobilizations.

Types of Mobilization

There are two types of orders for mobilization: "General Emergency Mobilization" and "Immediate Emergency." The former allows time for each Scout to be equipped with Uniform, packsack, rope, signal flags, one day's prepared rations, first aid kit, trolley tickets or carfare. The latter calls for immediate response by Scouts without equipment other than that regularly carried on their person: Pocket first aid kit and carfare—and, of course, Scout identification, consisting of Scout Registration Card and Scout pin.

7. Scout Drill

A certain amount of drill is necessary for getting the Troop and Patrols into position for various activities and for moving the Troop with a semblance of order and smartness.

For this Scouting does not resort to military drill, but has developed its own technique, easily learned and considered by the boys as a game rather than a drill. This system differs from the military through its lack of formal commands and extensive maneuvering into formation.

Main Features of Scout Drill

The main features of Scout drill are:

1. *The Alert Signal*.—In the *out-of-doors*: Not with a piercing whistle or shouted command, but with an appropriate Troop “call” (bird or animal call. Instruments may be secured from sports supply houses according to the fancy of the Scoutmaster.) *In the Troop meeting room* the leader raises his right hand high above his head, indicating “Attention,” “Silence,” “I have an announcement to make.”

2. “*Freezing*,” that is, becoming instantly immovable, or “frozen,” on the alert signal. As soon as a Scout notices the sign, he stops what he is doing and puts up his hand in the same way. When everybody is making the sign, the leader lowers his hand. So do the boys and wait for the signal to follow.

3. *Arm signals* by the leader indicating formation to be taken.

When first teaching the formations, a five-minute practice period may be included in each weekly meeting for three or four weeks. Thereafter the use of the signals in the course of the meeting routine and games will suffice.

In General

The leader making the signal acts as a marker. He takes a position, before giving the signal, exactly opposite the center of the formation he is going to call.

From this position he gives the *Alert Signal* and the proper *Arm Signal* to call the formation, retaining the latter until all have fallen in.

The Troop falls into position *on the run*, its center opposite the leader. The Patrol Leaders must be first in place since they are the key men of their Patrols’

positions. The flanks of the formation should pick up their dressing automatically from the center. The Scouts stand at ease.

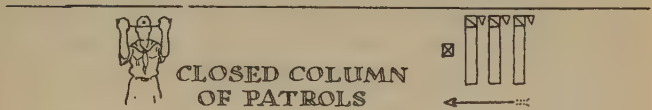
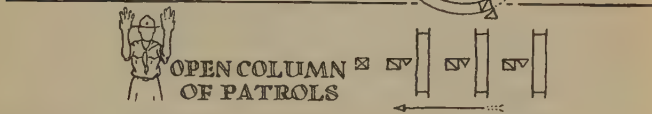
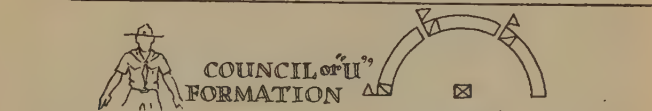
To ensure the smooth working of the scheme, it is necessary to establish a sequence for Patrols as well as for Scouts, so that each Patrol knows where to fall in. A good idea some Troops have adopted is that of letting the Patrol which attains the highest point in the Patrol scoring hold the position of honor, the right of the line. However, a definitely established order, always used, will prove simpler.

The only word-of-mouth commands necessary are "Troop Atten tion!" "Troop at ease!" "Scout Sign!" or "Scout Sa lute!" and "Hands down!" and even these may be substituted by silent signals invented by the Troop.

Formations

INFORMAL ASSEMBLY. ("Come here!") Leader swings his extended right arm in a small circle over his head.

SINGLE RANK FORMATION (Troop Line)—*Signal*: Leader extends both arms horizontally, parallel to the line he wishes Troop to take (with his palm turned front if he wants Patrols in front of him; with palm turned back if he wants Patrols behind him). *Execution*: The Patrols fall in line with a two-pace interval between each two Patrols. The Assistant Patrol Leader falls in on right of Patrol, the members falling in on his left in order of sequence established by the Patrol. The Patrol Leader takes up his position two paces in front of the center of his Patrol. The line should dress to the right and left from the center Patrol, without command. *Uses*: for assembly where only a long narrow space is available, as for example, the side of a road. For inspection in meeting room.



☒ SCOUTMASTER or S.P.L. ☒ PATROL LEADER

COUNCIL OR "U" FORMATION (Horseshoe)—*Signal:* The leader raises arms from the sides sideways, about 45 degrees, palms toward the body. *Execution:* Scouts fall in, in a single-line semi-circle around leader at a convenient distance—a good pace between Scouts. The

Patrols observe same order of sequence as in Troop Line, though the Patrol Leaders fall in on the right of their Patrols. *Uses:* For demonstrations, announcements or special ceremonies.

TROOP CIRCLE FORMATION—*Signal:* Same as for Council Formation, followed by hands in half circle, rear to front and back several times. *Execution:* The Patrols form a complete circle around the leader in same order of sequence as in Troop line. *Uses:* For ceremonies and circle games.

OPEN COLUMN OF PATROLS—*Signal:* Arms extended forward, but bent at right angles at elbows, with fingers extended toward the sky. *Execution:* Patrols fall in one behind the other, dressing immediately on the front Patrol and on the right. A distance equal to the length of each Patrol should be left between it and the Patrol in front of it. Patrol Leader two paces in front of the center of his Patrol. *Uses:* For inspection and parade formation:

CLOSE COLUMN OF PATROLS—*Signal:* Same as for Open Column of Patrols, except that *clenched fists* are extended toward the sky. *Execution:* Similar to Open Column of Patrols, except that each Patrol falls in *two paces behind* the one in front of it, with the Patrol Leader on the right of his Patrol. *Uses:* For assembly in small room and crowded parade formation.

PARALLEL FILE FORMATION (Patrol Files)—*Signal:* Arms extended forward at shoulder height, palms down. *Execution:* Patrol Leaders take positions two paces apart, and their Scouts fall in behind them. *Uses:* For relays and other games.

DISMISSAL—*Signal:* An outward movement of the arms from a crossed front position.



Save your voice, discard your whistle. Hand and arm signals get them ready for activities or parades. It's much more peaceful.

Movements

Movements of the Troop are usually made from the Patrol Lines or Close Patrol Lines formation. The leader turns around, and precedes the Patrols throughout the movements.

MOVE FORWARD (Forward march!)—*Signal:* Right arm raised vertically and moved forward into horizontal position.

TURN RIGHT OR LEFT (Column right or left)—*Signal:* Right (or left) arm extended right (or left) at shoulder height.

HALT—*Signal:* Hand, palm front, thrust upward from shoulder height to full extent of arm.

8. Story Telling*

"Tell us a story" is consistently put to the Scout-master.

Story telling contains both an opportunity and a challenge as well as a compliment. Here is the Scout-master's opportunity of getting close to his fellows through capturing and holding their imaginations, of extending their horizons to other climes and times, of building their characters through holding before them deeds and exploits that have helped to create our civilization.

You Can Do It

You may say: "But I can't tell a story—just don't know how. I always get someone else who knows how to do it for me." Yet every man can become a story teller after a fashion if he will only keep certain fundamentals in mind and have a try at it. True, the first venture may be fumbling and halting, but after a few attempts all self-consciousness will disappear, the silent attention given by the listeners will constitute the greatest encouragement in the world and soon the man who said "I can't tell a story" will say "Gee, I didn't know I had it in me."

The Story Is the Thing

Many factors enter into successful story telling—seating of the audience, meeting the mood, drama in presentation. But first of all: **THE STORY IS THE THING.**

The questions most often asked by the aspiring story teller are: What kind of yarns do boys like? Where do I get them?

* Adapted from Harold Stein.

Boys like all kinds of yarns, provided they contain action, have sustained suspense and end in a conclusive, definite manner.

Finding the Story

Every man who makes the slightest effort to keep up on his reading will stop time and again to say: "That would make a fine story for the gang." If he is wise he makes a brief notation of the title, the author, where he ran across the story and a "sketch map" of the plot.

Another place to get stories is out of your own experience. Every man has, at some time in his experience, had a personal adventure which can be retold—a trip into the back country, an ocean voyage, a great fire witnessed—an experience which with the addition of the sauce of drama can be served up as a delectable dish.

The field of exploration offers another rich opportunity for the garnering of stories: Byrd's expedition to the South Pole, Lindbergh's flight across the Atlantic, Roy Chapman Andrew's explorations in the Gobi, Lawrence's adventures in Arabia.

The history of the United States is a treasure mine of stories to tell to boys: The exploits of George Washington, the story of the tragic Donner party in the West, The Jayhawkers in Death Valley, The Building of the Panama Canal. The life and death of Lincoln. These are but a few examples chosen at random, all containing the drama which is real life.

Preparing Yourself

When you find a story which you feel is well adapted for retelling, read it through until you have its se-

quence of events firmly fixed in your mind. Then tell it before a mirror to coordinate gestures, timing it at the same time.

General Directions

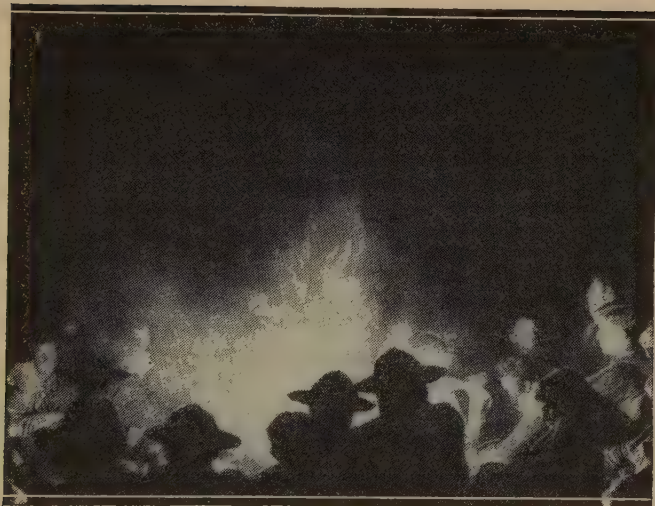
The story teller has a few general directions to keep in mind. First of all—the audience must be comfortable. Attention cannot be divided between concentration on a story and a cramped leg or an uncomfortable seat. Before starting your story, allow a couple of minutes during which everyone may find a comfortable position according to his concept. Start when the crowd is silent, not until then.

Deal with minor disturbances as they occur. If low talking is heard in the outskirts of the circle, pause until quiet is restored. Social discipline is never more evident than at the camp fire during the story hour, as the fellows realize that they are being deprived of their story by the actions of one or two noisy people.

If telling a story dealing with your own experiences guard against the too frequent use of "I"—"I did this," "I did that," "I said," "I acted," "It was due to MY." Tell the story in the second person or by generous use of the editorial "We."

Telling the Story

The start is important. The attention of the listeners must be caught in the very opening statement. Starting with a long description of the circumstances leading up to the predicament of the hero, of his attire, what he had for breakfast and the lovely afternoon sunlight on distant hills, dispels attention and you are likely to hear an impatient whisper: "Why doesn't he come to the point?" By saying: "Our boat was over-



At the camp fire—a warm glow over everything—the smoke rising into the darkness, all make a perfect setting for a story.

loaded and we were quickly drifting into trouble. Behind us the bay was smooth as a millpond, ahead of us the tide was going out through the narrow inlet with high waves ripping every which way, and it seemed inevitable that we would be caught. 'Hold her off!' Jack shouted. 'Look out—watch that oar'—but before he had finished we were in the midst of what seemed a gigantic whirlpool. The boat was tossed from side to side. Then—a crack. One of our two oars had broken . . ." You get the idea?

Then there must be an ending and there must be no question about the ending. It must be as definite as the railroad terminal at the end of the line. All threads must be gathered together. All business disposed of. All obscure points made clear so that there is no doubt in

the listeners' minds as to what happened to every character presented. And while the imagination has been stimulated throughout the telling of the story, no plot incident must be left to the imagination at the end of the story.

"Tell us a story." Are you prepared for it?

Bibliography of Short Stories *

Mystery Stories

"Murder at Belly Butte"—Longstreth (Century).

"Around the Fire Stories"—Conan Doyle. See Chapter "The Brazilian Cat."

"Tales of a Traveler"—by Washington Irving (Macmillan). See Chapter "The Devil and Tom Walker."

"In the Fog"—by Richard Harding Davis (Scribner). Story a little long; must be cut.

"After Dark and Other Stories"—by Wilkie Collins. See Chapter "A Terribly Strange Bed."

"Great Ghost Stories"—edited by McSpadden (Crowell).

"The Lady of the Barge"—by W. W. Jacobs. See "The Monkey's Paw."

"Island Nights' Entertainment"—by Robert Louis Stevenson (Scribner).

Indian Legends

"The Box of Daylight"—by William Hurd Hillyer (Knopf).

"The Red Man's Wonder Book"—Howard Augus Kennedy (Dutton).

"Rumbling Wings"—Arthur C. Parker (Doubleday).

* Compiled by F. K. Mathiews, Chief Scout Librarian.

Adventure Tales

- "Adventure Days"—Carl Grabo (Rockwell).
"How They Carried the Mail"—Joseph Walker (Sears).
"Full Fathom Five"—Frank H. Shaw (Macmillan).
"Short Rails"—by C. Warman. See chapter "Engineer's White Hair."
"The Man Who Was"—by Rudyard Kipling (Doubleday).
"Around the Camp Fire"—by Chas. G. D. Roberts (Macmillan).
"Dick in the Desert"—by James Otis.
"Ransom of Red Chief and Other Stories" for boys—by O. Henry (Grosset). Twenty-five O. Henry stories.
"Boy Scouts Book of Campfire Stories"—edited by Chief Scout Librarian F. K. Mathiews (Appleton).

Biographical Hero Stories

- "American Book of Golden Deeds"—J. Baldwin.
"Pathfinders of the Trail"—by A. C. Laut.
"The Story of the Trapper"—by A. C. Laut.
"The Book of Bravery"—H. W. Lanier (Scribner). Forty-five short stories of heroic deeds.
"Adrift on an Ice-Pan"—by W. T. Grenfell (Houghton).
"The Wireless Man"—by Francis Arnold Collins. Contains a host of true stories of wireless adventure.
"Man Who Made Good"—by John T. Faris.

Stories of Animals and Nature

- "On the Edge of the Wilderness"—Walter Pritchard Eaton (Wilde).

"Wisdom of the Wilderness"—Charles G. D. Roberts (Macmillan).

"Those Who Walk in the Wilds"—Charles G. D. Roberts (Macmillan).

"The Sparrow of Ulm"—Grace Gilkison (Macmillan).

"The Bald Face"—Hal G. Ewarts (Knopf).

"Best Bird Stories I Know"—edited by John Clair Minot (Wilde).

"Best Animal Stories I Know"—edited by John Clair Minot (Wilde).

9. Singing

Boys like to sing! Singing in the Patrol or in the Troop makes them feel of and with the group. The right songs at the right time can tone them down if they are too exhuberant or pep them up if they are feeling low. Singing is a great builder of morale, of unity, of tradition even, and only a singing Troop is a truly "complete" Troop.

So sing! Sing at the Troop meeting—at least ten minutes during each camp fire period—sing on the hike, sing at special get-together with parents and friends of the Troop, and climax your singing around the camp fire.

Who Should Lead?

The boys, if possible! There are Scoutmasters of non-singing Troops who give for their alibi: "I can't carry a tune to the corner!" They don't have to. In most cases there are boys right within their Troops who can. Anyway, you don't have to be a Caruso to lead boys in singing. It is more important that you sing with a will. But get the boys to lead the Troop in



The right song at the right time can tone them down or pep them up. A great builder of morale. So sing some songs at each meeting.

singing. Call on the Patrol Leaders and the Patrol Cheermasters and see what they can do. You are apt to get the surprise of your life.

Further Suggestions

For the technique of song leadership and for other helps see the opening pages of the official Scout song book, *Songs Scouts Sing*.

Choosing the Songs

The vigor and sprightliness associated with youth and Scouting should characterize Scout singing. Let us add to the present public reputation of Scouts that

they are singers; that they sing worth while songs; that they can always be counted upon to know and if necessary to lead in the singing of any of the old standard songs—not merely for the first verse and chorus, but all the way through.

Select your songs from *Songs Scouts Sing*, which contains a wealth of songs Scouts do sing (have each boy get a copy), and adopt some good standard song as your special Troop song, one that can mean something to the Troop, one that can be used whether for closing a camp fire, for following the investiture of a new boy, or for bidding good-bye to a Scout who is leaving.

Have the boys systematically memorize all the old standard songs they like to sing. Have them learn new songs frequently. Have song contests between the Patrols.

Set out to create for the Troop a treasury of songs from which may be drawn fun and laughter, fellowship and great memories.

Suggestions for Your Repertoire

The following titles—all from *Songs Scouts Sing* are worth considering for your repertoire:

Songs for Inspiration

“Hail! Hail! Scouting Spirit”

“Trail the Eagle”

“Forever True Scouts”

“The Torch of Scouting”

“A Scout Leader’s Prayer”

“Leader’s Song”

Songs for Hiking

- "Trek Cart Song"
- "Hi Ho for Scouting, Oh!"
- "The Far Northland"
- "Alouette"
- "Good Old Open Trail"
- "There's a Long, Long Trail Awinding"
- "Three Good Turns"
- "Pack Up Your Duffle"
- "Scout Marching Song"
- "Sling Your Pack Across Your Back"
- "Young America on Parade"
- "As We Swing Down the Trail"
- "Scouts of the U. S. Hiking"
- "Swinging Along"

Songs for Fun

- "Climbing up the Ladder"
- "Old MacDonald Had a Farm"
- "The Tree in the Wood"
- "Jamboree"
- "Indian Love Song"
- "There Were Three Jolly Fishermen"
- "Yon Yonsen"
- "John Brown's Body"
- "Three Wood Pigeons"
- "Under the Spreading Chestnut Tree"
- "The More We Camp Together"
- "Johnny Schmoker"

Songs for Soft Moods

"The Cowboy's Sweet Bye and Bye"

"When You Come to the End of a Boy Scout Day"

"Scout Vesper"

"Camp Fire Song"

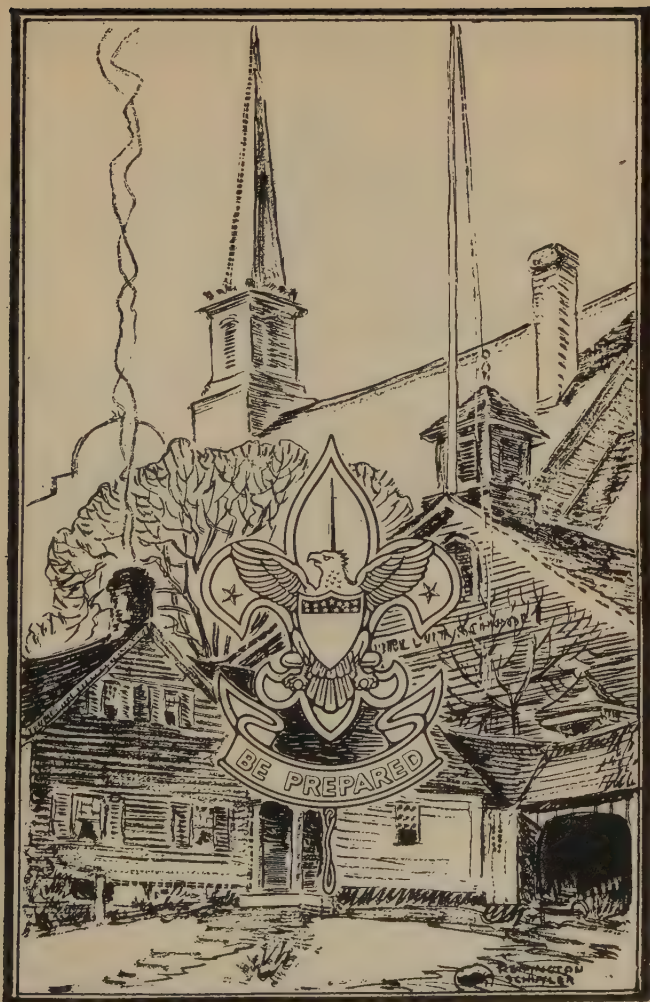
"By the Blazing Council Fire's Light"

"Home on the Range"

"Good-Night Song"

"Taps"

And the many old familiar songs.



PART VII

RELATIONSHIPS

CONTENTS OF PART VII



CHAT 21

Relationships with the Community

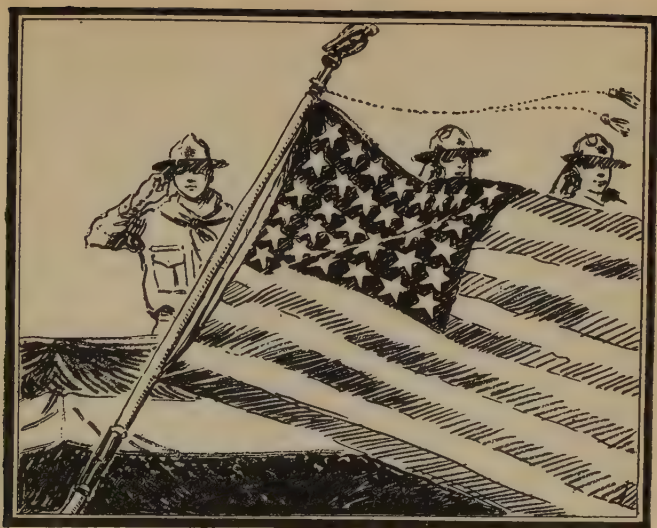
Page 379



CHAT 22

**The Scout Group: Cubbing,
Scouting and Senior Scouting**

Page 403



CHAT 21

RELATIONSHIPS WITH THE COMMUNITY

Scouting is not something by and for itself, but is a definite part of the life of the community. By playing its part and training its boys to play theirs, it contributes to our national welfare.

It is therefore of greatest importance that a mutual understanding and cooperation exist between the Troop and the factors that make up the community—the homes, the churches, the schools and other agencies.

SCOUTING AND THE HOME

The aim and desire of the parents and the Scout-

master are fundamentally the same: happiness, growth and manliness for the boy. Wouldn't their efforts, if pooled, more readily produce the result? Yes. And they can be pooled through the planning of a wise Scoutmaster and an active Troop Committee.

To get the cooperation of the Scout's parents, it is necessary that they know the purpose of Scouting and the way in which the Troop hopes to achieve it. Furthermore, they must be acquainted with the leader of their boy.

Obviously then, the thing to do is to call the parents together for a Parents' Meeting at which they may receive the information and be made to realize their part in the success of the Troop.

The Parents' Meeting

The best possible time to arouse the parents' interest is when the Troop first steps out in public: at its Installation Ceremony. If the most is made of this, (see suggestions in Chat 5), the parents' support will have been secured from the very start.

On the other hand, if a special meeting is to be called, it would be advisable to plan this when an event of special importance to the Troop is taking place, such as the Troop's anniversary, or a Troop Court of Honor at which a comparatively large number of boys will receive their advancement awards.

The promoting of attendance may be done by word of mouth invitation to the parents by their boys, *followed by* a personal letter signed by the Chairman of the Troop Committee and the Scoutmaster, *followed by* printed or mimeographed invitation tickets, distributed by the Scouts with the boys' own appeal: "You'll have to come. All the other fellows will have their parents there!"

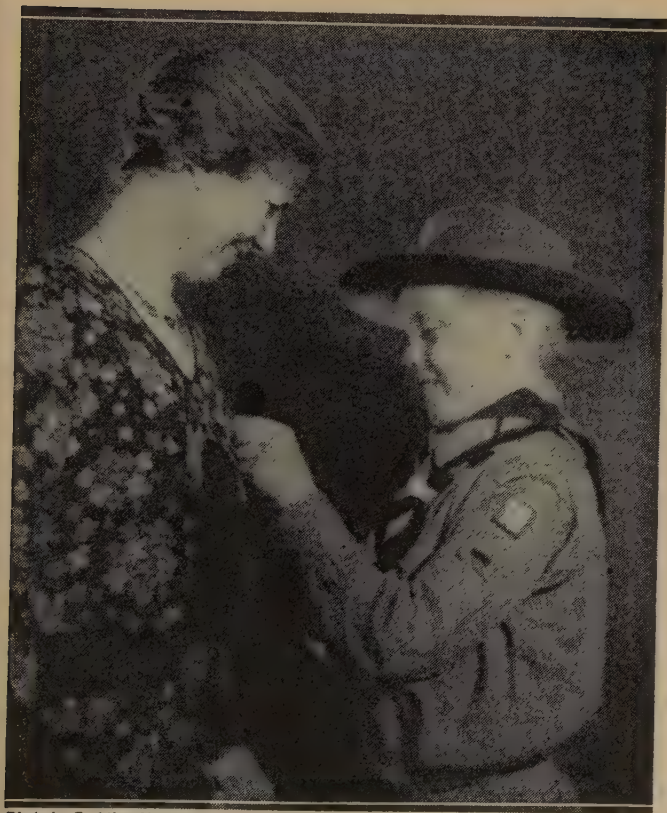


Photo by F. Allan Morgan

Each is proud of the other. This Scout, an Assistant Patrol Leader, gives a Mother's Pin to his mother at a Parents' Meeting.

The Program of the Parents' Meeting

The program may be simple or elaborate, as the Troop desires and as its training permits.

1. *Opening.* The opening should catch the interest of the parents, put the boys and the guests at ease,

and create an atmosphere that will aid the leader to carry on the rest of the program with assurance. The regular Troop meeting opening ceremony sometimes does this, or singing of an appropriate song led by a good song leader.

2. *Introductions* are necessary, but should be short. The Head of the Sponsoring Institution may come to the center of the floor, name the Troop Committeemen and ask them to come out and stand next to him. The Chairman presents the Scoutmaster and the Assistants. The Scoutmaster calls out his Junior Leaders and the Patrol Leaders. After they are in line, the Scouts fall in behind their respective Patrol Leaders. In this way the parents obtain a visual picture of how the Troop is made up, as well as a chance to know the men who are leading it.

3. *Participation by the Troop.* Most parents are present to see their own Johnny or Jimmy perform. Therefore, an opportunity for his performance should be given, either through a simple Scout play (see list in Literature Catalog), a couple of Patrol stunts, or a number of Scoutcraft demonstrations—first aid, fire by friction, etc.—occurring simultaneously. Make them short and snappy with plenty of action.

4. *Songs* are popular if carefully selected, properly accompanied and well led. Everyone likes to try singing. It gives your audience something to do, and sometimes is a pleasant rest. Provide mimeographed song sheets for this!

5. *Presentations of Awards.* The awards should be handed out as rapidly as possible, and applause should be restrained until the end. If there are only a few awards to be made, each Scout may come forward individually to receive his. If there are many awards,

the Scouts should step forward in one group or in a few groups by subjects. .

6. *The Most Important Feature* of the meeting is usually a speech by the Chairman of the Troop Committee or the Scoutmaster—or short speeches by both—describing the purpose of the gathering, outlining the immediate plans for the Troop and requesting the cooperation of the parents for the future of the Troop. The meeting should lead up to this feature, and should be terminated by it. Only songs and refreshments should be allowed to intervene between it and the formal closing.

7. *Refreshments* should not be too elaborate and it may be advisable to dispense with them altogether. If it is decided to have them, they should be handled by a special committee.

8. *Formal Closing.* Taps or the Troop's favorite camp fire song.

Whatever the program contains, make sure that it never lags. A varied program without pauses, where every item "clicks," cannot help but show the parents that their boy is in a Troop that knows how to work and work well.*

Parents' Auxiliary

If the Troop is ambitious, it may use the occasion right then and there to establish a Troop Parents' Auxiliary for the organized cooperation of the parents.

The plan should be presented during the Scoutmaster's or Troop Committeeman's talk, with the request that after the meeting the mothers gather in one corner of the room and the fathers in the other for the

*Adapted from Henry A. Meyer.

purpose of establishing the Mothers' Branch and the Fathers' Branch of the Auxiliary.

A prominent mother and father should have been asked in advance to take charge of these sessions and should have been provided with a simple agenda, with such items as (a) Formal action for starting the branch, (b) Election of Chairman, Vice-Chairman and Secretary, (c) Suggested list of items in which the group may cooperate, for discussion. (d) Questions and answers. It is recommended that members of the Troop Committee and the Scoutmaster "float" from group to group and aid in the proceedings.

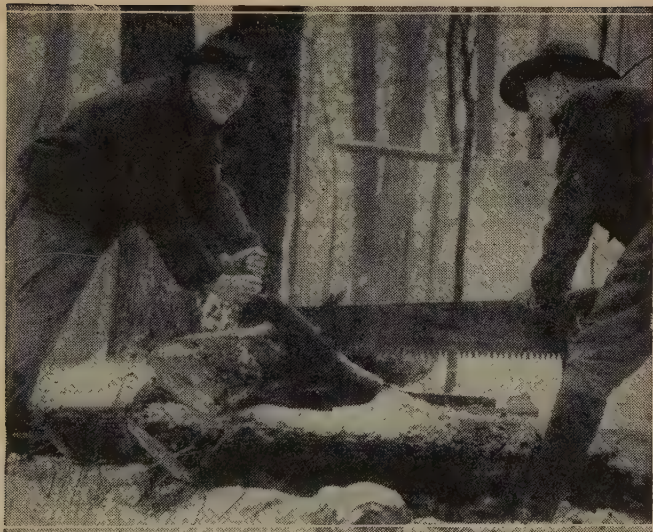
It should be clearly understood, that such a Parents' Auxiliary does not in any way supersede the Troop Committee, that it will only meet when there is a definite reason for meeting, that its members will be willing to aid the Troop individually or together when such need is required and requested.

Some Scoutmasters have found that a Troop Auxiliary not limited to parents only, is helpful in gaining for the Troop an active support from many adults in the institution and neighborhood. A definite friendship for Scouts and Scouting should be a requisite for membership in such a Troop Auxiliary.

What Parents' Cooperation Means

The parents' cooperation will soon be felt in the Troop. They will be ready with permissions for their son to take part in whatever activities the Troop undertakes. They will encourage their boy's regular attendance, advancement and tenure. They will help him to live up to his Scout obligations.

This relationship will be of mutual benefit. The father and mother who share their son's interests are keeping young with him, and keeping alive that com-



Good Turns for the Sponsoring Institution and the home. Good Turns for everyone in the widening circle of helpfulness.

radeship and confidence which was theirs in the earlier years before the "gang" urge set in.

Keeping the Interest Alive

When established, the interest must be sustained by devising things which the parents or the Parents' Auxiliary may do *for* or *with* the Troop.

The Troop needs transportation to a rally or to camp, and immediately a transportation committee is formed by the fathers' branch to take care of this problem. The Troop needs tents, and the mothers' branch sets out to earn the necessary funds first through food sales, card parties, suppers, and then goes in for a new-fashioned *tenting bee*. The fathers

get to work to secure special instructors on various subjects, and the mothers make bandages, signal flags and what-not, to make the instructions effective.

Then again, the Troop invites the parents for special council fires during its summer camp and puts on for them a real Scout Program. The fathers are invited for a special *Fathers' and Sons' Hike* to the Troop's favorite overnight camp site, where a pot full of beans has been "doing" overnight, and where special games and contests, from horse-shoe pitching to relay races, may be held. An *annual banquet* may be held for all the parents—possibly in connection with the Troop Anniversary—with the fathers taking care of the attendance, the boys the program, and the mothers the eats. And, of course, the parents will want to attend the *Troop Courts of Honor* at which their sons are to attain higher ranks in Scouting; and the parents of a new Scout will want to be present at his *Tenderfoot Investiture*.

All of these activities bring the boy, the parents and the Troop closer together.

The Good Turn in the Home

The parents can do much for Scouting, but Scouting must reciprocate by doing much for the parents.

The daily Good Turn, by force of circumstance, is usually performed in or about the home. But his regular home duties are not to be thought of as being the boy's Good Turn. It must be something extra, something done consciously. If it is forgotten or neglected, the parents may tactfully make suggestions that will increase the effectiveness of the Scout Program in their son's life.

But most of all, the Troop should repay the parents' interest and aid by helping their boys grow into the

type of young Americans who will be a pride to their hearts.

SCOUTING AND THE SCHOOLS*

Just as parents are concerned with the growth of their son, the school is interested in the development of the "whole man." The opinion of outstanding educators is, in the words of Dr. Lotus D. Coffman: "The school gives the boy life-tools, but he needs practice in living outside the class room." Numerous school men affirm that Scouting helps to provide this practice. They recognize in our Movement an educational agency of real value, supplementing the schools in training for citizenship and providing worth while free-time activities that help to make the whole environment conducive to the all-round development of youth in the community.

Parent-Teacher Associations are becoming an increasingly effective medium of contact between Scouting and the schools as Sponsoring Institutions of Troops, and perform a real service in relating the schools more closely to the home and the community through Scouting.

Those who have developed specific plans for school-Scout Cooperation have found advantages to the school, the Troop and the boys reached by both.

How the School May Help the Troop

There are many opportunities for school men and women to help Troops by aiding the boys to a more satisfying Scouting experience. Any Scoutmaster, whether his Troop is sponsored by a school or some other institution or group, is apt to find that the co-

* Based upon: Ray O. Wyland, *Scouting in the Schools*.

operation of school men and women is easily forthcoming. All he has to do is to approach the proper people to secure their whole-hearted support.

Some of the services which schools have given to Troops are as follows:

Making available the names of twelve-year-old boys, and encouraging boys to register or continue in Scouting.

Placing at the Troop's disposal school rooms for Scout purposes, such as Troop meetings, parents' gatherings, Courts of Honor, exhibits, entertainments.

Providing volunteers to serve in Scouting, as Troop Committee members, Merit Badge Counselors and the like.

Giving Scouts the opportunity to demonstrate their activities to the student assemblies and Parent-Teacher meetings.

Including in the school libraries complete sets of the Handbooks of the Boy Scouts of America and the various Merit Badge pamphlets.

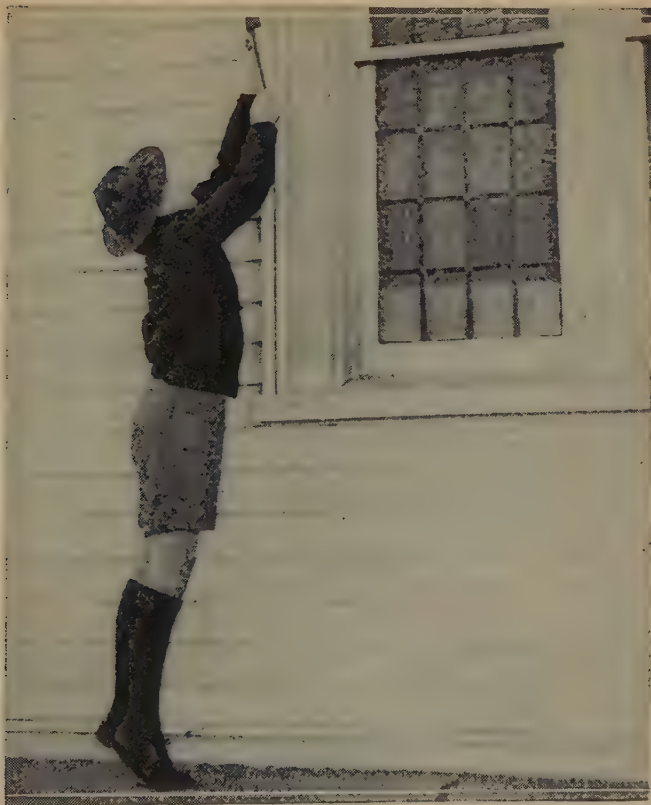
Checking the Scouts' records of service for that requirement toward the higher ranks in Scouting and for the Scholarship Merit Badge.

Cooperating with the Troop in making Boy Scout Week a spectacular event in the community.

How the Troop May Help the School

The most valuable service the Troop may render to the school is to encourage its Scouts to make the influence of their ideals and loyalties felt in a generally improved morale and finer relationships among the students of the school.

But in addition, Scouts are able to help the school in many other and more tangible ways, by:



The Church often needs a bit of friendly attention. Repair things that get broken. Go on from there to greater helpfulness.

Volunteering quickly in response to the ordinary calls for service in the school rooms.

Giving loyal support to all school projects.

Handling crowds at school functions and serving as ushers.

Helping in accident prevention and school safety.

Serving as messengers at special sessions.

Helping to protect school property.

Administering first aid.

Raising and lowering The Flag.

Policing the school grounds.

Doing hall duty.

Conducting class field trips.

Serving in the school library and in the school lunch room.

Directing activities of playground.

SCOUTING AND THE CHURCHES

Another factor for the complete life of the boy—and a tremendously important one—is his church affiliation.

This is fully recognized by the Scout Movement. It is given expression in the twelfth point of its Law, "A Scout is Reverent," and in its statement of religious principles to which every Scout leader must subscribe.

Churches have long been conscious of the fact that their work for boys must not be limited to the boys' worship but must be related to all of the boys' activities. This is one of the reasons why the churches have so generously accepted Scouting, why such great numbers of Scout Troops throughout the country are sponsored by churches of all denominations and beliefs.

A Church as the Home for a Troop

There are many arguments favoring the church-sponsored Troop:

1. A church can mobilize man-power of high moral character and spiritual vision and has the facilities for providing a real home for the Troop.



When a school "gym" is opened to your Scouts for their meetings, have them help the janitor with his odd jobs.

2. A church has the confidence of the community as an institution of clean moral influence and an atmosphere in which boys should grow up.

3. A review of a number of old established Scout Troops shows that Troops connected with churches have a longer life, and a more constant leadership than any other type of Troop.

4. A church carries on with an individual from the cradle to the grave. Scouting serves the boy for a few years during a very vital period in his life; but what of his activities after he is through with Scouting?

5. A church must complete the program of religious education for its own Scouts. The Troop cannot do this; but it can be conducted in a way that will keep its Scouts close to the uplifting forces of the church.

Cooperation Between the Church and the Troop

To secure full cooperation of the Troop's sponsoring church, it is highly important that the Scoutmaster be thoroughly familiar with its organization and prescribed activities. Over-lapping and conflicting engagements should be avoided.

By keeping himself informed as to the needs of the church, the Scoutmaster will be able to devise many ways in which the Troop may actively come to the assistance of the church in carrying out its functions. The Scoutmaster of a Troop with Scouts from more than one religious group should see to it that each boy is given opportunity to fulfill his religious duties.

By working with the churches, Scoutmasters uphold the view expressed by Dr. West when he said: "We believe the history of the Boy Scouts of America justifies the contention that Scouting, when properly related to the church, presents a greater opportunity for the development of the boy religiously than does any other movement instituted solely for boys."

All Churches Cooperate

Scouting has been fortunate in the cooperation extended by all religious faiths—Catholic and Protestant, Jew and Gentile alike. The Church of Latter Day Saints was one of the first to take advantage of the program, and a majority of its boys are Scouts.

The following committees have been developed by major religious faiths to cooperate nationally with the Boy Scouts of America:

1. The *Catholic Committee on Scouting*, comprised of prominent clergymen and Catholic laymen, has developed helpful literature outlining the relationships between Scouting and the Catholic Church.



A "Scouts' Own" Service in a woodland chapel. Sitting in their rustic pews they learn of The Great Scoutmaster.

2. The *Protestant Committee on Scouting*, comprised of representatives from nearly all the Protestant Churches, has developed a program of correlating the Scout Troop activities with a larger program of religious education offered by the church.

3. The *Jewish Committee on Scouting*, comprised of representatives from twelve National Jewish Associations, has developed literature which relates Scouting to the activities of the Jewish Religious Institutions.

Denominational Boards of the Protestant Churches have produced their own literature on Scouting to promote the program among their respective churches.

Every Scoutmaster should familiarize himself with the special literature issued by the church with which his Troop may be affiliated, and should recognize his

responsibility to cooperate with all churches whose boys are included in the Troop's membership.

SCOUTING AND THE STATE

The relationships of the Troop go far beyond its immediate surroundings. Since Scouting aims to train citizens, it is important that the Scouts get a true sense of citizenship and become actively related to their neighbors, their community, their state, their nation.

And how is that accomplished better than by placing a great deal of emphasis upon the Scout's pledge to "Help other people at all times." With the Daily Good Turn as the starting point, the boy and the Troop may together become a force in the life of their community.

The Daily Good Turn

The Good Turn is the surest way of making a boy realize that he is a part of a great world of great things, of many men and many conditions. The boy grows with the Good Turns he does. After a while he becomes unmindful of his individual self and remembers the other people with whom he has come in contact, singly or in groups.

The spirit in which the Scout carries out his obligations is all-important. He must be on the alert to discover opportunities for his Good Turn. He must serve unselfishly, without thought of personal gain. He must avoid comparison of his accomplishments with those of other Scouts.

The Scout will only grow to do his Good Turn as a part of his natural everyday life when he is led to do it, by his Scoutmaster who does it, and his Patrol Leader who does it. The example constantly shown, and reminders and suggestions subtly but persistently given, help to encourage the Good Turn. So does an



With well-manned and managed boats Sea Scouts rendered invaluable aid in the flood districts. They brought comfort to marooned people.

emphasis on the Good Turn knot in the neckerchief or the idea of keeping the Scout Badge reversed until the day's Good Turn is done. But you must go further than that. You must demonstrate to the Scouts in your charge the essential character of the Good Turn by planning *Troop* Good Turns, *Troop* Civic Service—as you would a hike, attendance at camp or participation in a Council Camporee—and by encouraging the *Patrols* to plan and carry out similar service.

TROOP CIVIC SERVICE*

Through planned Civic Service projects, the Scout-master has his greatest opportunity for inculcating in his Scouts an unselfish spirit of service to others.

* Based on Civic Service Manual, Wilmington, Del., Area Co.

A Service Program for the Troop

In order to be effective, the service program of the Troop must be planned in such a way that it will gear in with the work that is being conducted by other agencies in the community and with the policy and activities of the Local Council. A careful study of the situation by the Scoutmaster and other leaders of the Troop including Troop Committee members, as to where the Troop's services will do the most good and as to what the boys are best qualified to do, should result in a worth while service program.

But remember, the participation of the Scouts *themselves* in planning, in selecting service projects, and in directing their performance, is a necessary basis for their genuine interest in the program. So use your Troop Leaders' Council and give every Scout a chance to suggest Troop service projects.

Service projects which may arise may be of periodic, occasional or emergency character.

Periodic Service

Annually recurring opportunities, such as the following, are considered as periodic service:

1. Collection of old clothing, or toys for repair and distribution to needy families.
2. Assistance to Sponsoring Institution at annual meeting and special events.
3. Observance of state and national holidays.
4. Poster distribution for social and charitable organizations.
5. Participation in Community Chest campaigns.

Meeting the opportunities for this class of service is dependent upon the alertness of Troop leaders in planning ahead to offer the services of the Scouts in time for adequate preparation and organization.



When all other communication had broken down in the '34 blizzard, Scouts with sleds, snow shoes and skis carried food to the snow bound.

Occasional Service

Opportunities for this type of Scout service arise from the calls of institutions and organizations to meet specific needs, such as:

1. Messengers, guides, or ushers for conventions, concerts and public meetings of various kinds.

2. Distribution of posters or literature for hospitals and other community organizations.

3. Duty at parades, community gatherings, school athletic events.

4. Assistance in safety drives, clean-up campaigns, and other community projects.

5. Cooperation with police in locating lost children.

6. Safety patrols for small children at dangerous crossings.

7. Assistance at church or community functions as ushers or special helpers.

Emergency Service

Scout service is invaluable in time of emergency or calamity—flood, fire, explosion, windstorm, or other disaster.

Scout training should result in preparedness to render assistance in the nature of rescues, life saving, first aid, signaling, messenger service, cooking, and camping, to a greater degree than that of the average citizen.

The brightest pages of Scouting history have to do with the heroic performance of emergency service by Scouts who personified the Scout Motto: "BE PREPARED." Preparedness for emergency service should be emphasized in the training of every Scout and Scouter, pointing toward the day when, if ever, the emergency call should come.

Every Troop should perfect a mobilization plan, by which the Scouts and Troop equipment may be quickly assembled. Tests of the efficiency of the mobilization organization should be made at least annually. *It must be more than a mere paper plan.*

Civic Service Policies

Every Civic Service project must conform to the policies of the National and Local Councils regulating Scout participation in community service. Before undertaking any project, check it against the following principles:

1. Definite assurance of character or citizenship training value to the Scouts.
2. Service to be in keeping with the dignity of the Scout Movement.



First Aid Requirements for Second and First Class Ranks, as well as First Aid and Life Saving Merit Badges, prepare Scouts to help others.

3. Service must be non-remunerative, non-political, and non-commercial.

4. Service must involve no solicitation nor handling of money by Scouts.

5. Service must be carried out in Scouts' leisure time. School duties must not be interfered with.

6. Service which Scouts may render must not deprive men of employment.

7. Leadership must conform to highest Scouting standards. Scout shall not be placed in an environment inimical to health, safety or moral development.

8. In the case of specific requests for Scout service, any expenses which the Scouts may incur, such as car-fare or meals, should be paid by the agency requesting the service.

Our Record of Service

The Boy Scouts of America is proud of its record of services rendered. Look at the chain of them. Consider the list of small things and common things: cleaning public parks, assisting in public celebrations, helping traffic, planting trees. Ponder the services rendered during the World War—service upon service, day in and day out. And think of the more spectacular things, the part Scouts played in national disasters—in a Mississippi flood, a St. Louis tornado, a Perth Amboy ammunitions explosion. The accounts of those disasters carry with them in red letters the story of service by Scouts—at times, service unto death.

But let us not rest on our laurels! When one service is performed, another beckons us on. So let us go!

To the citizens of our country Scouting has come to stand for SERVICE. It is the responsibility of every Troop to uphold this great tradition.

Cooperation for the Asking

Departments of the local, state and national governments, nation-wide organizations and various institutions are ready and willing to give valuable aid to Scouting as a movement or to any of Scouting's Troops.

Civic Departments

The local Fire Department may supply instructors in Firemanship. The Board of Health or a local hospital may furnish men to teach First Aid, Public Health, and like topics. A short talk on police regulations will prepare the boys to be called upon to help in an emergency.

Among the teachers of the schools, of the high schools especially, are to be found experts for such subjects as Art, Athletics, Carpentry, Chemistry, Civics, Craftsmanship, Electricity, Interpreting, Music, Scholarship.

Playgrounds and athletic fields may be borrowed for rallies, and also they offer training facilities for Athletics and Physical Development.

A museum trip is a good winter substitute for a hike. Special attention should be directed to the nature material and the woodcraft devices of the Indians. Reference books on all Scout subjects may be obtained from the libraries. School Boards frequently give the use of school buildings without charge.

Aid from State and Nation

Armories may be used on public occasions; and sometimes camping material may be borrowed. The State Commissions on Conservation, Fish and Game, Forestry, and Agriculture should not be forgotten.

Also get a list of publications from the Government Printing Office. Many of the pamphlets, chiefly those of the Department of Agriculture, are useful to Scouts. The maps published by the U. S. Geological Survey are the best for Scout purposes. Many of the army publications on such subjects as Signaling, and Mapping and the like will be found valuable textbooks.

National Organizations

The American Red Cross has been willing always to cooperate with the Scout Movement. They can supply instructors in First Aid and Life Saving, and to Scouts over sixteen they offer training certificates of proficiency in these subjects.

The Y.M.C.A. has from the beginning cooperated with the Scouts. Many city Troops find the "Y" pool the most convenient place to give swimming instruction and tests. Athletics and Physical Development fit in with the Y.M.C.A. program, as they do also with the programs of the Y.M.H.A., the Knights of Columbus, the Boys' Club Federation, and the National Recreation Association—all of which are active in their cooperation with Scouting.

A local branch of the Audubon Society will help teach nature study. Camping clubs all over the country have cooperated largely and successfully with the Scouts.

Business firms will gladly aid in vocational guidance. A trip through a large factory, ship yard, mine, or work shop is sure to interest the boys and may help one of them choose his life work.

Service for Service

Each one of these agencies has available men or materials or both which will aid the Scoutmaster in keeping his Scouts interested.

In turn, Scouts may serve. For example:—One Troop expressed its gratitude for special playground privileges by helping out on Saturdays with the younger children, teaching them games and acting as monitors.

The rule for the Scouts should be:—Render service for service, give good measure, and *do it first*.



CHAT 22

THE SCOUT GROUP: CUBBING, SCOUTING AND SENIOR SCOUTING

"**N**OTHING succeeds like success," says the proverb. Scouting gives evidence that this is true. With the growth of our Movement, young voices were lifted: "Give us something to do until we are old enough to be Scouts"—and from higher age levels was heard: "Give us a program of activities that fit our needs as we grow into manhood."

THE TROOP IN THE GROUP

After much experimentation and research, the Boy Scouts of America has spread its program of activities

to meet the needs of boys who are younger and youth who are older than those who participate most actively in Troops, Neighborhood Patrols, Lone Scouting and Lone Scout Tribes. It reaches down to attract younger boys, and it reaches up to provide for the further growth of its older members. Thus the Scout Family has grown until it now includes the following possible organization units, any two or more of which when organized in a given institution constitute a *Scout Group*—as it is universally called.

For boys 9, 10 and 11 years of age

The Cub Pack

Lone Cubbing

The Neighborhood Den

For boys 12 years of age and over

The Scout Troop

The Neighborhood Patrol

Lone Scouting

The Lone Scout Tribe

For boys 15 years of age and over

Senior Scouting in the Troop

Explorer Scout Patrol in the Troop, or separate
Explorer Troop

Sea Scout Patrol in the Troop, or separate Sea
Scout Ship

For young men 17 years of age and over

The Rover Scout Crew

For graduate Scouts 21 years of age and over

The Old Scout or Alumni Association

The Group's "Committee on Scouting"

When two or more of these sections (such as Cub Pack, Scout Troop, Sea Scout Ship, Rover Crew, and



The youngest members of the Scout family. The Cubs, and their Scout Den Chief. Cubs make fine Scouts. They have learned team work.

Alumni Association), providing activities for boys of different ages, are organized under the sponsorship of one institution or a community group, they become a Scout Group; and it is recommended that a Group Committee—known as the “Committee on Scouting”—be appointed by the sponsor to coordinate the activities of the sections.

Such a Committee may comprise the membership of the individual Troop, Pack, Crew, or Ship Committees registered with the Boy Scouts of America incident to the chartering of these sections, or it may consist of representatives of these committees or of other persons as the Sponsoring Institution may deem wise.

The duties of the general “Committee on Scouting,” however, should not extend to the assumption of the

responsibilities or the taking over of the duties prescribed by the By-Laws of the Boy Scouts of America for the respective committees or commissioned Scouters or Cubbers of the various sections of the Scout Group. These responsibilities may be performed only by the registered Scouters or Cubbers related to the specific sections.

The Troop is the Primary Unit

It should be at once observed that in this Scout Group the Troop still preserves its fundamental status as the primary unit. While there is provision for specialized Senior Scout organizations, it is recognized that in the great majority of cases the regular Troop program is such that older Scouts desire to carry on with Scouting in the Troop (or in the Neighborhood Patrol, or Lone Scout Tribe, as the case may be) without any specializing organization. In any case these young men must not be denied the opportunity to secure leadership experience as Patrol Leaders or junior officers in the Troop by reason of any Senior Scout organization.

And in the case of the Cub Program for younger boys, care has been exercised to see that their activities are such that there is "no trespass upon Scouting," such as would sap their later interest in it, but rather that they graduate normally from the Cub Pack to the Scout Troop more zealous than ever for Scouting.

The Long Span Program

Thus a plan is provided whereby any institution or community may adopt a program that will carry on with its boyhood from the age of nine until voting citizenship is attained—and then through its Scout Alumni will carry over into adult life and service the idealism of Scouting.



This young Lone Scout has his pet raccoon. His Tribe meets after the chores are done. His Counselor is his hero and friend.

The long span program of Scouting parallels the educational program for boys and young men in the institutions or communities that adopt it, and may be logically related to it to the end that there may be produced for America "men of character, trained for citizenship."

CUBBING

Cubbing, then, as the younger boy program of the Boy Scouts of America, interests the Scoutmaster because it is almost inevitable that at some time he will have relations with Cubbing, directly or indirectly, through a Cub Pack as a part of the Scout Group of which his Troop also is a section, or through a former Cub who becomes a Scout in his Troop. So the inclusion of this section on Cubbing in this *Handbook for Scoutmasters* is intended to explain to the Scoutmaster those phases of Cubbing—its program, organization, leadership and boy-training—to which the Scoutmaster may find himself related as he goes forward with the leadership of his Troop.

Program

There is no reason why any Scoutmaster should feel that Cubbing might trespass on Scouting's program and "spoil" a boy for Scouting by giving him "a taste of its activities" before he is twelve years old. Cubbing is sharply and distinctly different from Scouting and, in fact, it gears in to strengthen the boy's Scouting experience and make it more effective.

Cubbing Different From Scouting

As boys grow in age, their lives and interests change. Life itself is progressive and they are continually outgrowing their past and desiring new experiences. Therefore, *Cubbing is not "Junior Scouting."* It is entirely different, with its own interests, projects and methods, separate leadership and psychology. *Cubbing* is given to Cubs; Scouting is saved for Scouts.

Cubbing is a home-centered program, whereas Scouting is a community-centered program. It differs essentially from Scouting in that it does not take the



"Push up. Ease down." Makes straight, strong shoulders and backs. The friendly Den Chief puts them through their paces.

boy far afield for camping or hikes, big scale adventure or intensive training, but operates in the neighborhood and back-yard and vacant lot near the Cub's home.

Cubbing is a day-time program, whereas Scouting is not so restricted. The only Cubbing activities that may extend into the evening are those that the boy may carry on at home alone or with his dad or mother.

Cubbing's outdoor program is based on the natural neighborhood play of the boy. Camping and hiking are reserved for the Scout of older years, while the Cub enjoys "walks" and "outings" conducted as a family or neighborhood responsibility. Also he may improvise tents or build little shacks and lean-tos in the neighborhood—"backyard camping."

Cubbing is not built around "going somewhere" but around enjoying "doing things where one is."

Cubbing Helps Scouting

Like Scouting, however, Cubbing lays stress on certain character-forming emphases such as self-expression and development, personal responsibility and helpfulness to others, although naturally in the closer environment of the Cub's own neighborhood.

While the Cubbing Program has been kept different from that of Scouting, it provides a progressive growth for the Cub so that when he completes the last grade in Cubbing, that of Lion Rank, he is definitely prepared for Tenderfoot induction; and, according to the reports of Scoutmasters, they are more and more anxious to receive Cub-trained boys into their Troops.

These Scoutmasters have found that these boys are used to group work and play, and better prepared to understand and practice the Scout ideals as expressed by the Oath and Law because of having already practiced similar ideals in their own simple, effective code which declares "A Cub is Square," "A Cub Does His Best," and so on. The fundamental ideal is the same as that of Scouting.

For the boy to go forward in Cubbing makes him ready to go forward in Scouting, at the proper time—another link in the long, unbroken trail whose ultimate goal is the development of young men of fine character.

Organization

It is only necessary here to discuss briefly the organization set-up of Cubbing which involves the Cub Pack and the Den, Lone Cubbing and the Neighborhood Den.



Graduating from the backyard fun of Cubbing, to the wide horizons of Scouting. What a happy birthday, his twelfth, for this Lion Cub.

The Cub Pack and the Den

The Pack is a unit of organization similar to the Troop in size, leadership and sponsorship. But it is customary to hold meetings of the Pack only once a month and to carry out the daily activities of the Cubs through Dens which are natural neighborhood groups of playmates. Formal Den meetings are held weekly in the afternoon in and around the homes, and "start" many things that are carried on between these meetings by the boys "working" alone or in small groups meeting informally.

The real job of the Pack is to motivate and encourage and help the Dens carry on their activities. Prior to the time when the Dens are able to function on their own, the Pack may meet as often as once a week.

Lone Cubbing and the Neighborhood Den

Because of its home-centered program, Cubbing is particularly well adapted for use in rural areas for individual boys who may register as Lone Cubs. A Lone Cub selects a fine man in the community—his own father may be selected—to be a Cub Friend and Counselor. With this man's help and that of his own family, the Lone Cub can carry on effectively the program of advancement.

Of course, where possible, a small "one-Den Pack" should be organized as a Neighborhood Den, with from two to eight boys. This operates under a Cubmaster endorsed by three fathers in the community. The parents agree to cooperate and serve as sponsors.

Leadership

Because it is difficult for men who have been successful Scouters to adapt themselves completely to Cubbing in a way that will insure "no trespass" on Scouting, it has been found that, as a rule, Scoutmasters and other Scouters do not make the best Cubbers. They are inclined to draw upon their Scouting experience and use it unwisely.

Fathers of boys of Cub age are the field from which the majority of Cubbers are drawn.

The Cubmaster

As leader of the Pack, the Cubmaster has a position comparable to that of the Scoutmaster in Scouting. In addition to his Assistant Cubmasters, he receives leadership help over the Dens from Scouts—"Den Chiefs"—each of whom leads one Den. The Den Chief is helped by one of the Cubs, the "Denner," elected by the boys for their backyard Den meetings on their own.



A Cubmaster heads up all the Dens into one grand Pack. He works through his Scout Den Chief. Executive ability is developed.

The Den Chief

Since Den Chiefs are Scouts, Scoutmasters are closely related to their activities and it is essential that both the Cubmaster and Scoutmaster have an understanding of just what the Den Chief's responsibilities are both to his Troop and his Den.

The selection of a Den Chief is important. A Scoutmaster should not be asked to give up Patrol Leaders or other junior leaders, but rather the Cubmaster should consult with the Scoutmaster to select a Scout who is not already loaded with leadership responsibilities in the Troop. This sort of selection should be welcomed by the Scoutmaster because it opens the door to leadership opportunity for a greater number of boys.

The Den Chief may be of any age or rank, but preferably he has come up himself through the three ranks of Cubbing, or has had some Cubbing experience.

The values which come to the Den Chief himself are tremendous values. In his frequent contacts with the Cubmaster and with Cubs, he receives training in boy leadership which prepares him to assume Patrol and Troop leadership later. He should counsel weekly with the Cubmaster, perhaps just before or after his own Troop meeting, so as not to involve an extra night out.

The Den Chief meets with his Den once a week and is available at other times when his Cubs need his advice or help. He gives his time to the Den and its members as an individual Good Turn, and as a chance to develop his ability as a leader.

The desire to achieve is stimulated in the Cubs by the Den Chief who is also ideally suited to instruct the Cubs, especially in the things that prepare them to become Tenderfoot Scouts when they become twelve years old.

The Den Chief should not be expected to conduct "walks" or "outings" for his Cubs. He is too busy in school, church, Troop and his own social life. The Den Chief should take his hikes with his Scout Troop and should be encouraged to participate in its camping and advancement program—keeping a wise balance between the amount of time he devotes to his Den and to his Troop.

The Scoutmaster, cooperating with the Cubmaster, has a real opportunity to serve the Scouts who are Den Chiefs and through them the Cubs they lead.

Den Mothers and Den Dads

Associated closely with all of Cubbing's activities



The Den Mother, registered with the Boy Scouts of America, carries on in the home-centered Cub Program. Her work is inspiring.

are the parents of the Cubs, some of whom may serve as Den Mothers and Den Dads—the latter on the Pack Committee. The Den Mothers and Dads assume, with the Den Chiefs, the responsibility for the activities and progress of the Cub Den. And the Dads also assume responsibility for leading Den “walks” and “outings” which, as just mentioned, the Den Chief should not be expected to conduct.

Scoutmasters will welcome the fact that parental interest aroused through Cubbing carries over into Scouting. When sons graduate from Cubbing, we find a much more interested group of parents, participating in and supporting Scouting activities as a result of their having worked together in Cubbing on Den and Neighborhood projects.

"Going-Up" Into Scouting

When the Cub becomes twelve years of age, he automatically ceases to be a Cub. It is natural and likely that he will go on into Scouting, but that "going-up" should not be taken casually. It is important that here again the Scoutmaster and Cubmaster cooperate to give to the boy the most worthwhile experience.

Pre-Graduation Contacts

As has been said, upon completion of requirements for the Lion Cub Rank the boy is prepared to become a Tenderfoot Scout, but the Den Chief and the Cubmaster should consult with the Scoutmaster and be sure that the preparation given to the Lion Cub is acceptable in every way to the Troop. This is important so that the Cub may experience no embarrassment that might discourage him from going on with Scouting to receive its expanding character values. If a Cub has not reached Lion Rank, it will be necessary, of course, for him to prepare for and meet the Tenderfoot Requirements. The joint aim of Cubmaster, Scoutmaster and Den Chief should be the boy's happy transfer into the long-awaited Scouting.

The Cub who is about to "go up" should have advance contact with the Troop and Patrol into which he will go. He is leaving a friendly group; his "promotion" should be so prepared for that friends await him in the new place. Several months before he reaches twelve, the Cub should meet the Scoutmaster and his future Patrol Leader. Also he should probably visit the Troop meeting just before he can graduate into it. In addition, there may be occasional get-togethers of Pack and Troop, for friendship meetings, for the Troop's or Pack's anniversary, or even for a special picnic at which the Troop entertains the Pack.



The Scout Tenderfoot Badge is in place. He has said good-bye to his Cub pals. He is a Tenderfoot Scout and on his way to Eagle.

In this way the Cub will come to see himself as not just a member of the Pack, but of the Scout Group.

The Graduation and Investiture

At the Pack Meeting closest to the Cub's twelfth

birthday, he should be graduated from the Pack and welcomed formally by the Troop. This can be done by a ceremony participated in by the Pack and representatives of the Troop—probably the Scoutmaster and the Patrol of which the new Scout will become a member.

A suggested ceremony follows:

(1) The Cubmaster calls the Pack into formation, a half-square.

(2) The twelve-year-old's Den brings forward the graduate. The Cubmaster salutes the graduate, who returns it.

(3) The Cubmaster speaks: "Lion Cub Jack Jones graduates from our Cub Pack tonight. He has reached his twelfth birthday. He has spent three years among us and tonight he graduates and transfers into Scout Troop Number 12. We are proud of him. Tonight he climbs another round in the ladder to manhood and good citizenship."

(4) The Cubmaster calls on Jack's Den Chief who says something congratulatory, not sad at seeing him go.

"Jack, we've been mighty glad to see you grow into this hour when you're ready to become a Scout and to represent Den 4 as a Scout and as a good citizen. Den 4 wishes you good luck and steady progress into Second Class and First Class and on into Star, Life and Eagle Scout ranks."

(5) Den 4 gives Jack nine raahs! and Jack! Jack! Jack! at the end.

(6) The Cubmaster presents Jack with his Transfer Credit Certificate into the Scout Troop and perhaps with a little personal letter certifying what Jack has done and saying any personal word desired. Jack may treasure this in later years.

(7) Then the Cubmaster will introduce the Scoutmaster and Patrol Leader who come from Troop 12 to officially welcome and receive Jack—Jack having previously met the Troop and visited it at the last meeting before his graduation. The Scoutmaster welcomes Jack:

“Jack, we’re glad to welcome you to Troop 12. We have high traditions and standards there and we hope you’ll help make them better. You will become a member of the Beaver Patrol which contains two boys, Bill and Henry Douglas, who were members of your same Den, and we’ll be watching for the other members of Den 4 to come on and graduate until before long the Beaver Patrol will be Den 4 grown up. I’m glad to welcome you to Troop 12 and to the world wide Scout Brotherhood.”

(8) He extends the hand of fellowship to the Cub and whispers in his ear what the Scout Handclasp is—following which they shake hands with the left hands.

(9) The Pack keeps its same position but each boy turns to the graduate—salutes and on signal shouts: “Jones! Jones! Jones! Good Luck, Jones!” and the ceremony is over.

At the next Troop meeting, the former Cub should go through the Troop’s usual Investiture Ceremony for new Scouts. (See Chat 15, His Entry; and Index: Ceremonies.)

Cub Registration and Transfer

The registration steps in Cubbing are the same as in Scouting—the Cub’s registration fee is fifty cents and the Cubber’s is one dollar. The Cub graduating into Scouting at twelve years of age “transfers” into the Scout Troop for the unexpired portion of his year’s membership.

SENIOR SCOUTING

Mention was made early in this Chat of Senior Scouting in its various aspects for boys 15 years of age and older, who may want to take advantage of its special opportunities. This phase of the Scout program has been developed to care for the many thousands of older boys who want to carry on with an advanced kind of Scout experience either as members of their Troops or in special groups with older Scouts. There are several plans available whereby this can be done.

Senior Scouting in the Troop

The most popular plan for maintaining the interest of older Scouts is to have them carry on as Senior Scouts in the Troop. Thousands of boys have been maintaining their connection with Scouting in this fashion down through the years. Senior Scouting now makes it possible to hold the interest of more of these older fellows by furnishing them with additional inducement and activities.

First of all, older Scouts may, with the approval of their Scoutmaster, become Senior Scouts. This means they can wear a special membership strip over their right pocket that reads "Senior Scouts, B. S. A." rather than "Boy Scouts of America." In addition to this they can participate in advanced Merit Badge work (see Index: Senior Scouting Merit Badge Program).

It is by no means intended that the boy upon becoming a Senior Scout should sever his connections with the Troop or that he should not continue his activities as a Patrol Leader, Scribe, etc. On the contrary, most of Senior Scouting is done in the Troop and Senior Scouts are expected to carry on their activities in the Troop Program.



Saddle leather creaks—the horses whinny—beyond the divide these Explorer Scouts will pitch a snug camp.

Even though in many cases there may be only one or two boys of Senior Scout age in the Troop, still these Scouts become eligible for Senior Scout status. If, however, there are a sufficient number of Senior Scouts in the Troop and if the Scoutmaster feels that there is a need for extra activities for these boys, he may organize in connection with his Troop one of the special Senior Scouting sections outlined below.

Basic Considerations Before Going Ahead

Before going ahead with the organization of a special Senior Scout section, whether it be Sea Scouting or Explorer Scouting, there are a few basic considerations which should be reviewed by those having charge of the Troop. Some of these considerations are:

1. *Is the Troop succeeding with the basic program of Scouting already?* Senior Scouting, and especially Explorer Scouting and Sea Scouting are not intended as panaceas for weak Troops. If a Scoutmaster is not succeeding with regular Scouting there is no reason to suspect that the addition of an Explorer or Sea Scout Patrol will make this problem any easier. Explorer Scouting and Sea Scouting are programs that cannot succeed unless there is a strong Scout program feeding trained Scouts into Explorer or Sea Scout membership. Certainly there is no point in having a special Patrol for older Scouts connected with a Troop which cannot hold the interest of the younger Scouts long enough for them to become of Senior Scout age.

2. *Is this particular Troop ready for Senior Scouting?* There are many good Troops carrying on a splendid program which may not be ready for Senior Scouting right now. It may be that the older Scouts are too few, or too well integrated into the Troop Program to be disturbed. Better to let a good job continue to be good than to sink it of its own weight by adding responsibilities which may not help.

3. *Is the right leadership available?* A great deal depends on the matter of leadership for Explorer or Sea Scout Patrols. Not all men will succeed equally well with older fellows. If the Scoutmaster is not suited to deal with this upper age group then some man who is qualified should be secured and properly trained before the Patrol is organized. A Patrol is much more apt to succeed if all such matters as leadership are well in mind before starting.

Sea Scouting

The first of the special Senior Scouting organizations to be considered here is Sea Scouting which may take



As Senior Scouts, Sea Scouts get thrills learning the ritual, the language and the usage of the seven seas. They are young men.

the form either of a Sea Scout Patrol in the Troop or of a separate Sea Scout Ship. For complete information on this subject, see the *Sea Scout Manual*, *Handbook for Skippers*, and Service Library pamphlets on Sea Scouting.

The Sea Scout Patrol

If the interests of the Senior Scouts center around activities connected with the water—swimming, sailing, rowing, signaling, navigation, cruising—they may be given the chance to form a Sea Scout Patrol, set out upon the Sea Scout Program of activities and advancement, and secure the Sea Scout Uniform. The leader of this Patrol is an Assistant Scoutmaster of the

Troop and is known as the Mate. For the Sea Scouts, the Scoutmaster is known as the Skipper.

The Sea Scout Ship

A Ship is a separate unit composed entirely of Sea Scouts; that is, boys at least fifteen years of age interested in the Sea Scouting program, as outlined in the *Sea Scout Manual*. At least nine boys are necessary to establish a Ship, which is chartered by the National Council as a Scout unit. Preferably the Ship should be one section of the Scout Group of which the Troop also is a part.

A Sea Scout Ship may be a direct outgrowth of the Sea Scout Patrol in the Troop.

From Sea Scout Patrol to Ship

In the beginning, a few fifteen year olds may become interested in Sea Scouting and secure their Scoutmaster's permission to take up the program. The Scoutmaster may then assign an Assistant Scoutmaster as the leader—Mate—of the Troop's Sea Scout Patrol. When the Sea Scout Patrol has grown to nine members, it may secure the approval of the Scoutmaster and the Troop Committee to establish itself as a separate unit—a Sea Scout Ship—yet still working in close contact with the Troop.

For complete details, see the official *Handbook for Skippers*.

Cooperation Between Troop and Ship

Since the Sea Scouts have grown up in the Troop, they will have many personal contacts with its members. These contacts should be kept alive by occasional get-togethers. Also, the Ship should be regularly invited to take part in the Troop's activities. The two



As Senior Scouts, Explorers move out into larger fields. They cross the divide into the exploration of worthwhile problems.

units may combine forces for hikes and camps, and Sea Scouts may be called in from time to time to instruct. Scouts in the subjects in which they have special knowledge, such as rope work, swimming, life saving, boating and the like.

Explorer Scouting

Paralleling Sea Scouting as a specialized program available for Senior Scouts is Explorer Scouting through an Explorer Patrol in the Troop or through a separate Explorer Troop.

The Explorer Patrol

If the Senior Scouts are particularly interested in wilderness camping, pioneering, exploring, surveying, or related activities, an Explorer Patrol may be created under the leadership of an Assistant Scoutmaster as Explorer Leader, to pursue the special activities involved in Explorer Scouting, and to follow its scheme of honors and recognition.

An Explorer Patrol, like a Sea Scout Patrol, is registered as a part of the Troop. The Patrol is under the general direction of the Scoutmaster although there is usually an Explorer Leader (with rank of Assistant Scoutmaster) whose specific responsibility is to work with the Explorers.

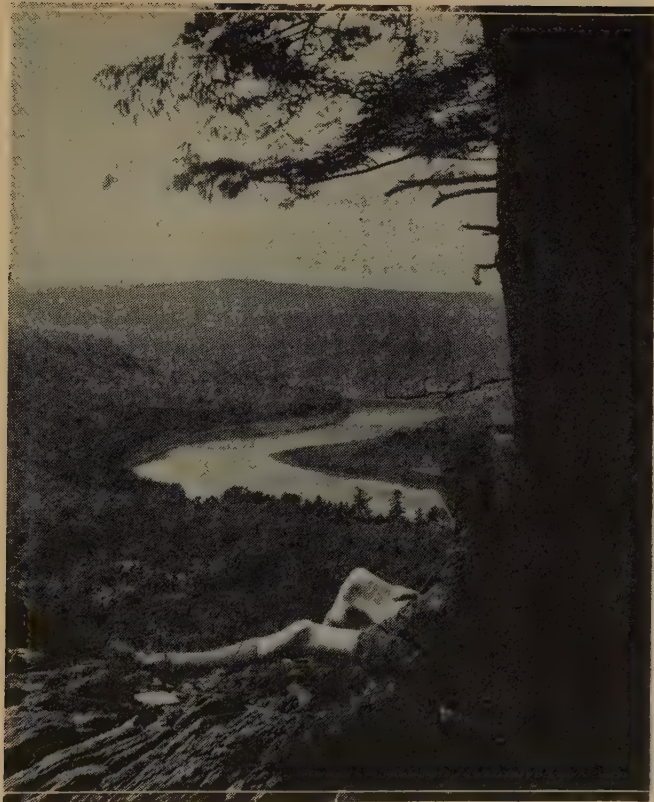
For a further explanation of the activities of Explorer Scouts see Index: Explorer Scouting Activities.

The Explorer Troop

There will be instances where there are sufficient Explorer Scouts to justify the organization of an Explorer Troop. In such cases the procedure is the same as for the organization of a Troop or a Ship. A Troop Committee and an Explorer Leader are necessary for the registration of such a group.

Rover Scouting

Rovering is a program of advanced Scouting for Scouts who are 18 years of age or over, although a



The Rover Scout, with his background of Scouting, enjoys taking care of himself creditably under any conditions.

young man who is 17 years of age may become an apprentice Rover providing the other Rovers in the Crew accept him as such.

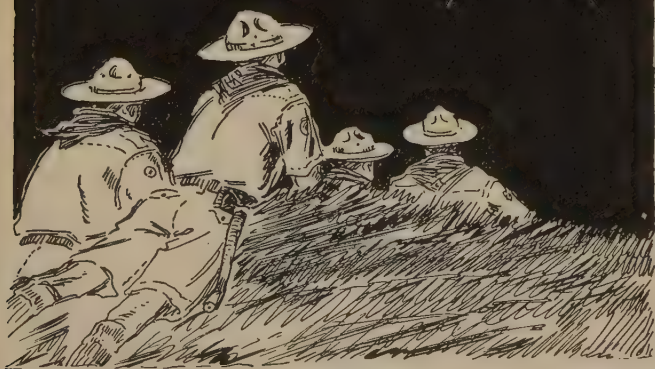
Rovers are organized into units known as Crews. A full-fledged Crew must have a Crew Committee and

a Rover Leader. Where the Crew is connected with an institution sponsoring other Scout units they may organize under the Group Committee.

Cooperation Between Troop and Crew

Service is a major interest of Rovers, both individually and collectively. And one of the most sought services is that of leadership. Many Rovers find expression of service in giving leadership in the various sections of the Group—the Pack, the Troop, the Ship—as active leaders or as special instructors.

The cooperation between the Troop and the Crew thus becomes a rather one-side affair. The Troop may call in Rovers to assist it in carrying on special activities, to aid its advancement, to fill camp leadership positions. And the Rovers gladly answer the call.



PART VIII

**GROWTH OF THE
SCOUTMASTER**

CONTENTS OF PART VIII



CHAT 23

Scoutmastership Training

Page 431



CHAT 23

SCOUTMASTERSHIP TRAINING

THE Scoutmaster grows with his boys. As they advance, you will advance. As they grow in leadership so will you. Not in the same manner by any means, but just as surely. And as you grow an urge will come upon you to grow *faster*. You want to be further ahead. You want to reach out and gather the experiences of others that you may bring them into the Troop and aid your boys, you want to have new Scoutcraft skills and new visions to place before them.

This is the surest sign that you are alive to the needs of your boys.

It happens occasionally that a Scoutmaster—espe-

cially a new one without previous Scouting experience—will isolate himself from other leaders and other Troops. Feeling uncertain, he does not want anyone outside the Troop to see his uncertainty. He reasons: "Some day, when I have a really good Troop I'll show them." He forgets that the way to build a good Troop is to see how good Troops are run, to harvest the experiences of others. He is also forgetting that those others are his brother Scouts—that there is in them the desire to help, not the desire to criticize and belittle.

The more a Scoutmaster gets out of his shell and seeks the aid of others the quicker he grows, the more successful he will be in running his Troop or Tribe or Neighborhood Patrol, and the easier will be his work.

The Printed Page

The earliest training a Scouter is apt to get is from the printed page. As a matter of fact, no Scoutmaster can get along without continuous reference to the Official Handbooks of the Boy Scouts of America. His minimum library should surely contain:

(1) *Handbook for Boys*—which contains the technique of Scoutcraft in terms that the twelve-year-old boy can understand and enjoy;

(2) *Handbook for Patrol Leaders*—which gives to the boy leader an understanding of his job and a multitude of suggestions for carrying it out;

(3) *This Handbook for Scoutmasters*—which shows how the Patrols are coordinated into the Troop and describes ways and means of making effective in the lives of the boys the ideals of Scouting.

(4) "*Scouting*" magazine—the official monthly publication for Scouters—which is sent to all Scout leaders. In its pages are found program material for meetings, hikes and camps, games and stunts, articles



The Round Table—Scoutmaster meets Scoutmaster and they exchange workable, usable, practical ideas. They learn by doing.

by successful Scoutmasters on their methods in running their Troops, besides news of the National and International Scout Brotherhood and all official announcements of the National Council and decisions of the Executive Board.

The official monthly magazine for Scouts, BOYS' LIFE, provides the Scoutmaster with inspiration, stories for retelling around the camp fire or in the meeting room, suggestions for handicraft projects and activities that may be carried out in the Patrols or in the Troop.

Whenever the need arises for information or suggestions on specific Troop activities, the Scoutmaster will find them in the *pamphlets of the Service Library*,

published by the Boy Scouts of America. References to many of these pamphlets have been made in the previous pages. For a complete description of the contents of all of them, request the Literature Catalog from the National Supply Service.

The *Merit Badge Library* contains individual pamphlets on the various Merit Badge subjects. They may be secured as the boys come to the point when they want to set out on the trail toward higher advancement.

But a Scoutmaster should not confine his reading to books on Scouting alone. On the contrary, it is important that he read other books which, as Gilcraft says, "will widen his outlook and give him an understanding of the world in which he is training his boys to become citizens. It has to be realized that in order to show a boy how to take his proper place in life, the leader has to know something about life himself."

Personal Contacts

When all is said and done it is through personal contacts with other leaders that you will get your best and most rounded training.

The very set-up of the Local Council provides for training facilities for all the leaders within it. As a matter of fact, the Council is specifically charged with the responsibility of making training available. It does this through its Council leadership and by encouraging get-togethers of Scouters within its domain.

The *Local Council office* is the Scouter's service station, and the *Scout Executive* is ready and willing to assist with problems. To him you can go for help toward solving your problems. And if you cannot go to the office, the Local Council will send a representative to you, through its field service of *Field Executives*,



Scoutmaster Training Courses may start formally. They become groups of enthusiastic men doing Scout activities and Patrol stunts.

Field Commissioners, District or Neighborhood Commissioners.

Through Council activities you will be thrown in contact with *other Scoutmasters* and will get the chance to talk over with them various problems, exchange ideas and arrange for visits to their Troops to see how they are run.

Informal Training

Scouters of the same Council, district or neighborhood often get together for *Round Table Discussions*, during which they listen to a presentation on a phase of Scouting by one of their number and afterwards analyze it and consider its pros and cons to the mutual benefit and enjoyment of all.

At times, the Local Council calls in its Scouters for *Training Conventions* or *Training Conferences* relative to the running of their Troops, with a program of special talks, demonstrations, fellowship and fun, through which the Scouters are enabled to serve more effectively the boyhood of their community.

Special Training

The Council runs periodic *Training Courses* along definitely established lines on a Council-wide or District basis. These contain all the subjects a Scoutmaster is apt to come up against as he runs his Troop.

Such Training Courses are, in the words of Baden-Powell, "helpful in showing Scouters the shorter cuts to success as evolved by experienced trainers of Scoutcraft—and in saving them unnecessary labor. At the same time these courses can also be of infinite use in assisting new hands to pick up the threads quickly and effectively."

They all contain a minimum of talk and a maximum of action. Those attending are organized into a Troop, with Patrols carrying on games and projects, the aim of the courses being "to help boys to become men by helping men to become boys."

Camp Training

Of all training practices, the training that you will receive by camping with your boys for days at a time in a real Scout camp, under the supervision of the Local Council, is at the same time the most effective and the most beneficial. In all other training you are with *men*, imitating the activities of boys in an effort to learn them. In camp you learn them directly with *boys*, by guiding them after you yourself have been guided. Here the activities take on their real perspec-



A group of leaders at the Rover Camp. J. S. Wilson, Gilwell Camp Chief, and Chief Scout Executive Dr. James E. West, at tracking pit.

tive, here you see the true application of the Scouting principle of training—"Learning by Doing"—and at the same time provide your boys with a camping experience under their *own Scoutmaster*.

Training Awards

Scoutmasters take training for the sake of their boys, often consuming much of their valuable time to do so. Our organization, through its Local Councils, shows its appreciation of the Scoutmaster's efforts toward raising the standards of Scouting by presenting him with special *certificates* for participation in approved courses. The *Scoutmaster's Key*, the highest award for Scoutmasters, is awarded upon his completion of the Five-Year Progressive Training Program.

The Five-Year Progressive Training Program

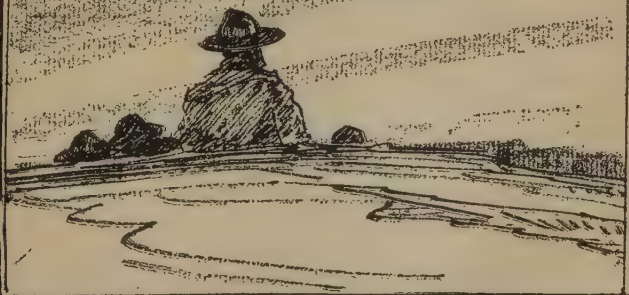
The Educational Service in the Division of Program at the National Office provides outlines of courses that are both required and optional as training toward the Scoutmaster's Key. These course outlines stress the necessity of understanding the *objectives* of Scouting and the *elements* of the Scout Program through which we seek to attain those objectives in the lives of boys. They also stress *methods* that may be used in presenting the program, both in its general scope and as related to specific activity features. And in addition they give to the Scouter a knowledge of *source material* which will enable him and his Troop to carry forward over a period of years.

The Award of the Scoutmaster's Key

Upon completion of the Five-Year Progressive Training requirements and certification by the Local Council Court of Honor to this effect, as well as *five years of satisfactory service*, a Scoutmaster is eligible to receive the SCOUTMASTER'S KEY. (Years of service as an Assistant Scoutmaster will not be credited.) A minimum of three years service as a Scoutmaster and the balance in some form of Commissioner service is acceptable.

For Scouters who are not Scoutmasters, but who complete the required Five-Year Progressive Training Program, and who have met the requirement of five years of satisfactory service, a *Scouter's Key* is available to be awarded upon the recommendation of the Local Council and certification by its Court of Honor.

W
COURT 1923
FRIENDLY 1920
HELPEFUL 1915
LOYAL
TRUSTWORTHY 1910



PART IX

**HISTORY AND
POLICIES**

CONTENTS OF PART IX

•

CHAT 24

History

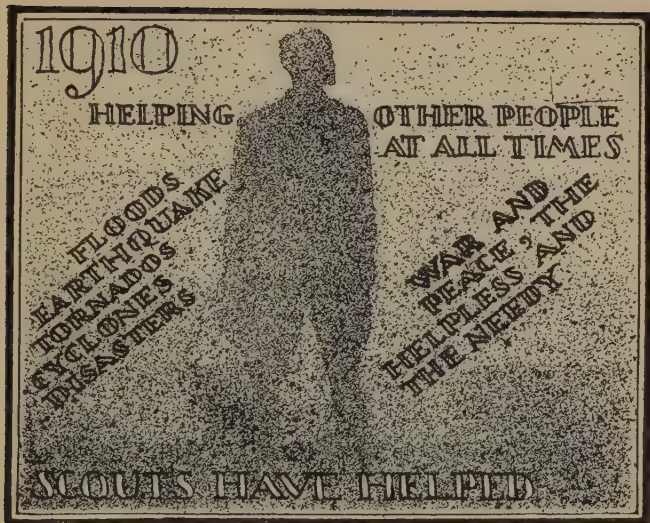
Page 441

•

CHAT 25

Policies

Page 469



CHAT 24

HISTORY HIGHLIGHTS OF THE BOY SCOUTS OF AMERICA

A LEADER in a movement of the size and scope of the Boy Scouts of America would be greatly handicapped in his work unless he were familiar with the main facts about its development and growth and the background of its traditions and organization. Especially is this so because from the very outset the Movement has been, as it is today, almost entirely dependent upon volunteer leadership for its success, for formulating its endeavors, for creating its traditions. The history of its past is the story of the work of those who have gone before you—while the history of the

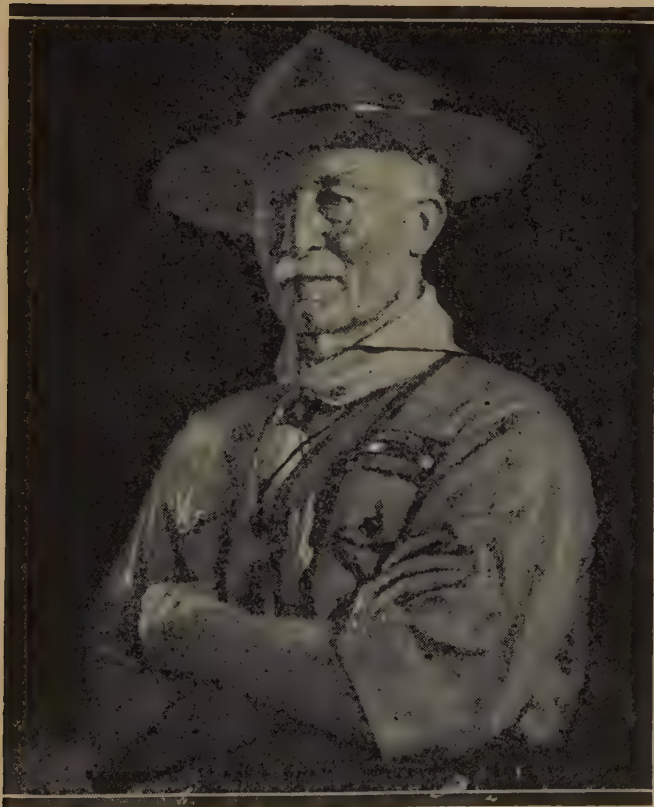
future will be written by *your* efforts and the efforts of your Brother Scouters.

It is, of course, not possible to set forth all of the facts connected with the development of the Boy Scouts of America in the few pages available in such a book as this. Neither is it necessary, since the story is told in the *History of the Boy Scouts of America*, by William D. Murray, that grand pioneer of American Scouting. We shall therefore attempt to give only a few of the highlights from the official history and refer you to that volume for the more complete treatment.

February 8, 1910

The Boy Scouts of America was incorporated under the laws of the District of Columbia, on February 8, 1910, by W. D. Boyce, Edward S. Stewart and Stanley Willis. Mr. Boyce, whose interest was occasioned by the performance of a "Daily Good Turn" by a London lad, as described in Chat 1, employed the attorneys and brought together the men who participated in this initial step.

Prior to this time a number of groups of Boy Scouts had been organized in various parts of the United States using the English literature and equipment. The publicity given to the incorporation of the Boy Scouts of America in the daily press and magazines soon made necessary the opening of a national office, which was established at 124 East 28th Street, New York, N. Y., through the courtesy of the International Committee of the Young Men's Christian Association. Edgar M. Robinson, the Senior Secretary of the Boys' Work department of the International Committee, as well as other members of his staff and boys' work secretaries throughout the country, gave considerable time and effort in furnishing leadership.



Lord Baden-Powell, Chief Scout of the World, whose book "Scouting for Boys," embodying the Boy Scout scheme, was published in 1908.

Committee on Permanent Organization

Early in the summer of 1910 it was deemed wise to secure a more representative and substantial backing. A conference was called of representatives from 37 different organizations having a definite interest in boy

life. At this conference Mr. Colin H. Livingstone acted as Chairman. As a result of this meeting a Committee on Permanent Organization was appointed, consisting of Ernest Thompson Seton, Chairman; Lee F. Hanmer, Secretary; George D. Pratt, Treasurer; Dr. Luther H. Gulick, Jacob A. Riis, Edgar M. Robinson, Colin H. Livingstone, Daniel Carter Beard, Adjutant General William Verbeck and Col. Peter S. Bomus.

The original incorporators under the laws of the District of Columbia turned over to this newly organized committee all of their rights and responsibilities under the original incorporation, and men of national reputation and experience in work for boys were invited to associate themselves with the Movement as members of a National Council, which, through an Executive Board, was given full power and authority to direct the Movement. Through the courtesy of the Russell Sage Foundation, Lee F. Hanmer was detailed to aid in the development. John L. Alexander of the Y.M.C.A. was employed as Managing Secretary to give his full time in looking after the correspondence and developing pamphlets and necessary emergency literature. Preston G. Orwig was employed as Field Secretary for extension work.

Baden-Powell's Visit

Fortunately for the Movement, the infant organization was honored by a visit from Lieutenant-General Sir Robert S. S. Baden-Powell (now Lord Baden-Powell). A dinner was arranged at the Waldorf-Astoria in New York City on September 23, 1910. The presence of Baden-Powell and the publicity gained did much to focus the attention of the American people on the Boy Scouts of America as the real organization of the Boy Scout Movement in this country.



The broad-brimmed hat was a feature of the Uniform from the earliest days when boys set out on the Scouting trail.

A United Effort

This was especially important since the enthusiasm of the general public in accepting the Scouting idea had led to the forming of a number of movements unrelated to each other, such as the "Boy Scouts of the United States," with Col. Peter S. Bokus as Chief Scout; the "National Scouts of America," under Adjutant-General William Verbeck; the "American Boy Scout," afterwards changed to the "United States Boy Scout," sponsored by William R. Hearst; the "Peace Scouts of California," the "Y.M.C.A. Scouts."

By November 1910, all of these, except the group financed by William R. Hearst, had united in the Boy Scouts of America. Later (in 1917) the Hearst group

consented to the entry of a judgment in the New York Supreme Court, dissolving the "United States Boy Scout."

The Movement's First Literature

The demand for information from all parts of the country compelled the hasty production of literature giving an outline of the Movement. Six bulletins were written and an American version of Baden-Powell's "Scouting for Boys" prepared under the direction of Ernest Thompson Seton.

Early Leaders

During September and October, 1910, the Committee on Organization was busy forming a National Council. A number of leading citizens were approached with an invitation to become members.

The position which the Movement had attained in the few months of its existence is reflected in the answers to this invitation. Prominent men, already committed to heavy obligations for public service, gladly accepted.

President Taft consented to serve as Honorary President of the Movement, and former President Theodore Roosevelt as Honorary Vice-President and Chief Scout Citizen. Gifford Pinchot, became Chief Scout Woodsman. Ernest Thompson Seton was elected Chief Scout, which office he held until 1915. Daniel Carter Beard, Adj.-Gen. William Verbeck, and Col. Peter S. Bokus were elected National Scout Commissioners, in which position "Dan" Beard has continued to serve, inspiring each Scout and Scouter in the Movement with his pioneer spirit and his love for the out-of-doors. Other men of national reputation accepted membership on the National Council. The following men were elected

as representatives of the first Executive Board, with Mr. Livingstone as Chairman:

W. D. Boyce	Mortimer L. Schiff
W. D. Murray	Seth S. Terry
Colin H. Livingstone	Lucien T. Warner
George D. Pratt	Lee F. Hanmer
Frank Presbrey	E. M. Robinson

And the following ex-officio members:

Daniel Carter Beard	Adj.-Gen. Wm. Verbeck
Ernest Thompson Seton	Col. Peter S. Bomus

Of these men, Colin H. Livingstone, Dan Beard and William D. Murray are still members (1938) of the Executive Board.

James E. West

The need for a permanent Executive Officer was felt more and more. After a careful search, a young Washington attorney, James E. West, was recommended for this post, and an invitation was extended to him. After a meeting with the Executive Committee, West agreed to assume leadership responsibility for a period not to exceed six months, with the understanding that he would set up an organization, make a thorough survey of what, if any, changes should be made to adapt the Movement to meet American boy needs, produce necessary literature and put the Movement on a sound organizational basis.

Either he or the Executive Committee was free to terminate the arrangement within the six months, but—the six months never ended. The man chosen was *the* man for the job—the leader who was to carry the Boy Scouts of America forward from a small organization to a great national Movement. As the British Movement owes so much to the genius who created it, so we in America have had, and still have, a genius,

and we are indebted to James E. West—first Executive Secretary, but soon after Chief Scout Executive—for the long and creative leadership he has given to the Boy Scouts of America.

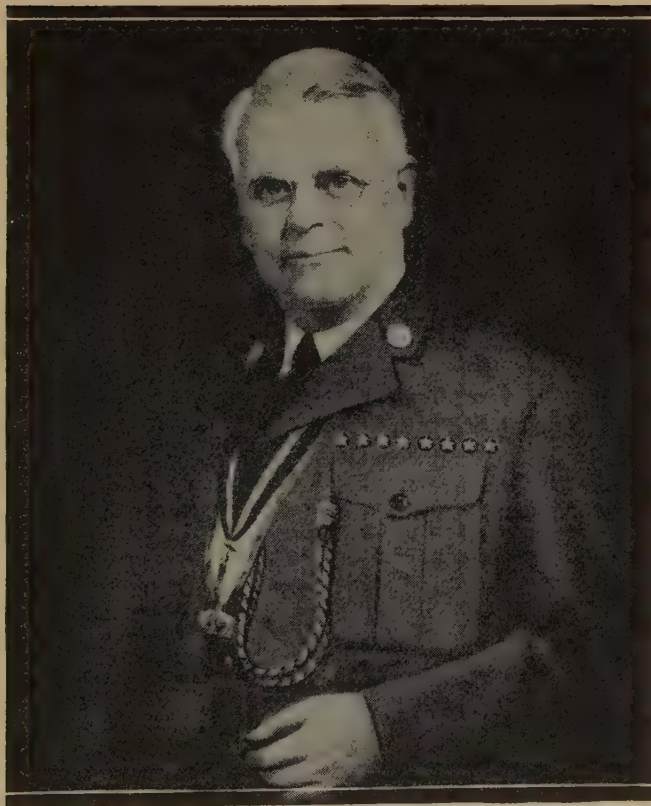
It was a great day in our history, when on January 2, 1911, he opened the office in the Fifth Avenue Building, New York City, with a staff of seven people.

First National Council Meeting

The first meeting of the National Council was held February 14 and 15 in Washington, D. C. At this meeting Colin H. Livingstone was elected the first President of the Boy Scouts of America. The members assembled in the East room of the White House and were addressed by President Taft. It was the unanimous opinion of those present that different committees should consider all phases of the Movement as it had been developed in different countries and thus determine what revisions would be helpful to thoroughly adapt Scouting to the needs of the American boy.

These committees were the Committee on Standardization of the Scout Oath and Law, Tenderfoot, Second Class and First Class Requirements, with Professor Jeremiah W. Jenks, then of Cornell University, as Chairman; Committee on Permanent Organization and Field Supervision, H. S. Braucher, Secretary of the Playground and Recreation Association, Chairman; Committee on Badges, Awards and Equipment, Dr. George J. Fisher, then Director of Physical Education of the International Committee of the Y.M.C.A., Chairman; and Committee on Finance, with Mortimer L. Schiff, Chairman.

It was agreed that the report of these committees should be acted upon by the Executive Board as representing the National Council and included in an American *Handbook for Boys*.



DR. JAMES E. WEST
Chief Scout Executive and Editor of Boys' Life

The committees worked earnestly and devoted much time and thought to the consideration of meeting their duties.

American Scout Oath and Law

In framing the American Scout Oath and Law an

effort was made to reword the English originals into a form that could be readily grasped by boys and become a part of their daily thinking in work and play.

The most significant revision of the Scout Oath was the inclusion of the third part, "To keep myself physically strong, mentally awake, and morally straight"—body, mind and spirit.

A notable change from the original Scout Law was the addition of three more points: A Scout is Brave, A Scout is Clean, and a Scout is Reverent. The Boy Scouts of America is proud of being distinctive among the Scout Movements around the world because of the fundamental twelfth point of the Scout Law emphasizing the importance of reverence in training of the boy. Great credit is due to the Chief Scout Executive for the inclusion of this twelfth point which also established a policy which became of great importance to the development of the Boy Scouts of America.

The American Scout Oath and Law were adopted in May, 1911. As evidence of the thoroughness of this and other efforts to Americanize the Boy Scout Movement, it is interesting to note that after the Committee had spent nearly four months in conference and study, its recommendations were submitted to the college presidents of the country with the specific request that either the president individually or a designated group of his specialists share in the responsibility of passing upon the suggested revision. As a result of this wide consultation, the Scout Oath and Law took the form, which they have kept to this day. (See pages 36 and 37).

First American Handbook for Boys

In the early part of 1911 the manuscript for the first *American Handbook for Boys* was developed under the



Baden-Powell at the White House for first Scout review. President Taft, Lord Bryce and Colin H. Livingstone are with him in front row.

direction of an Editorial Board consisting of William D. Murray, George D. Pratt, Frank Presbrey and A. A. Jameson.

After the manuscript was completed, the Editorial Board and the Chief Scout Executive felt it was too serious an undertaking for the Boy Scouts of America to inject itself into an educational procedure for the boys of America, without sharing the responsibility with others.

Therefore a limited proof edition of five thousand copies was printed, and these copies were sent to all the Scoutmasters of the day, all Scout Commissioners, all Boy Club leaders, all Boys' Work Directors of the Y.M.C.A., and many superintendents of schools, for suggestions. Thirty days were allowed for this purpose.

The suggestions were carefully considered, with the result that, when the book was finally published, it was a production which had had the benefit of the suggestions and editorial criticism of somewhat like five thousand people—a most unique procedure in book publishing.

The first edition appeared on August 31st, 1911, and so great was the demand that 156,750 were sold in the first year. Since then it has run through total printings of over five and a half million copies. The fifth million copy was presented to President Roosevelt at a special ceremony on April 13, 1935.

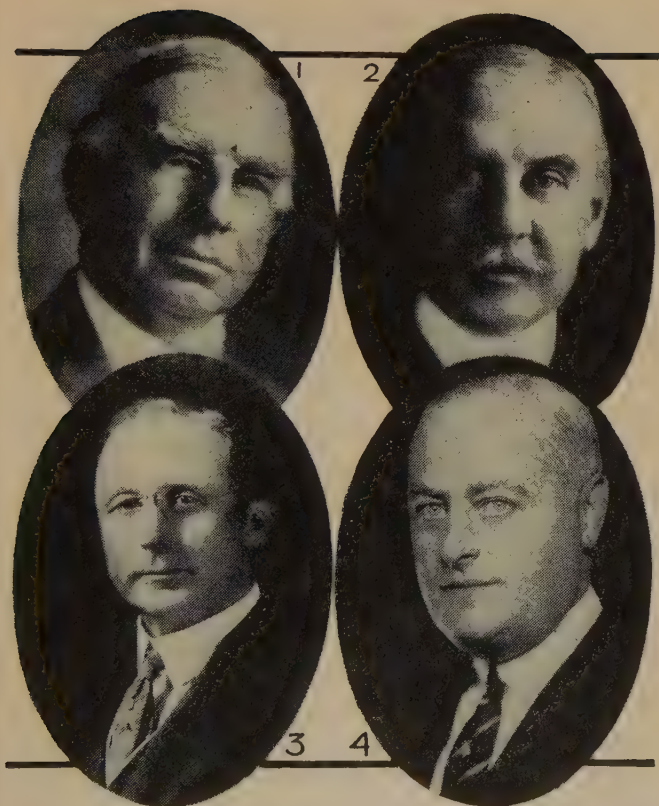
BOYS' LIFE

From the very beginning of the Movement in this country, the need for a periodical publication for its membership was recognized, for instruction and to provide good reading.

In 1912 a Committee, consisting of Frank Presbrey, William D. Murray, and Daniel Carter Beard, was appointed to consider the matter of a magazine for boys. It was discovered that Joe Lane, a young man of eighteen in Providence, R. I., was publishing a magazine called "BOYS' LIFE," referred to by the editor as "the semi-official publication of the Boy Scouts of America."

The name of the magazine and its list of 6,100 subscribers were valuable assets, and after considerable negotiation, the purchase of the magazine was authorized by the Executive Board on the condition that it paid for itself. The first issue published by the Boy Scouts of America appeared in July, 1913.

Out of that meager beginning has grown a magazine which is now published monthly in 300,000 copies and has become a great and vital factor in the program of



Former Presidents, Boy Scouts of America: (1) Colin H. Livingstone, (2) James J. Storrow, (3) Milton A. McCrae, (4) Mortimer L. Schiff.

the Boy Scouts of America, guided by the Chief Scout Executive himself as Editor-in-Chief.

Registration

In 1913 the registration plan was developed. Prior to this time all of its statistical data had been based upon

estimates. This was found to be not only unsatisfactory but misleading and weak in a character development movement where truth and accuracy are of fundamental importance.

The Registration Plan was created for an important educational purpose, namely, of instilling in the mind of the Boy Scout in a very definite manner a clear cut realization that he is connected with a nation-wide movement which is supported by the national organization, as evidenced by the certificate given him over the signatures of the President of the United States and other national officials. Furthermore, it makes possible an extension of the Scout principle of the boy aiding to pay his own way. As a matter of fact, since the inauguration of this registration plan, the Boy Scouts of America has been a self-supporting movement for all of its ordinary operating expenses. The money secured by contributions from individuals and Local Councils has been devoted to extension and field.

The registration plan also helps to insure that only boys in good standing as Scouts are permitted to wear the Scout Badge, which had been granted full protection by the United States Patent Office after Baden-Powell had formally transferred to the Boy Scouts of America all of his rights and title.

The registration plan was extended to Scouters in 1929.

Federal Charter

Then, on June 15, 1916, a Federal Charter was granted to our Movement by Congress.

Many different things led up to this honor.

We were six years old and had had time to show the public what Scouting really is. While the difficulties had been numerous, we had achieved almost complete

success in building up one Movement for America and maintaining its unity. Our registration system and the procedure for granting charters and commissions annually, which afforded a very definite protection against undesirable men as leaders of boys, were strong points. Of course, the program itself is in tune with the nature of boyhood, and growing numbers of men were giving time as volunteers.

Members of Congress knew also about the Scout Good Turns, what Scouts had done in the Ohio Floods of 1913, at the Gettysburg Reunion, at the inauguration of President Woodrow Wilson, the Woman's Suffrage Parade and the Reunion of the Grand Army of the Republic, and our cooperation with the Red Cross and many others. They had heard the commendations we had received from Federal and State officials for the work of Scouts.

The bill providing for the Federal Charter, known as H.R. 755, was introduced by Representative Charles C. Carlin, of Virginia, and was referred to the Judiciary Committee. It was favorably reported on February 7, 1916. In its report the Committee said, among other things, "The importance and magnitude of its (the Movement's) work is such as to entitle it to recognition and its work and insignia to protection by Federal incorporation." It passed both houses by unanimous consent—the House on March 6th and the Senate on May 31st—the last day of the session.

In the presence of Colin H. Livingstone and James E. West and some Scouts, President Wilson signed the bill on June 15, 1916.

The Charter provided the Movement with protection from people or organizations who might try to profit by the good repute and popularity of the Scout Movement by imitating its name for commercial or other

purposes, and gave the Boy Scouts of America the sole right to use its uniform and distinctive insignia.

Constitution of the Boy Scouts of America

A committee was next appointed to draft a constitution to conform to the Federal Charter. The Constitution, drafted by William D. Murray, E. P. Bicknell, C. P. Neill, Paul Sleman and James E. West, was presented to the Executive Board on February 19, 1917, and adopted.

It has been referred to by competent authorities as an outstanding document providing for democracy without loss of the power to safeguard what is done for boys.

Because of the seven years of experience and service it was possible to incorporate into the Constitution—and the By-Laws—those principles of organization and policy which were considered of fundamental importance by those who have been responsible for the development of the Movement. Among these principles is the insistence that no one can receive a commission for leadership in the Movement who does not declare his belief in a God and demonstrate that he is an American citizen or has legally taken steps to become one.

The World War and the Scouts

On April 6, 1917, the United States entered the World War. Within twenty-four hours Scouts throughout the country were being mobilized for service to the Government. They sold Liberty Loan Bonds and War stamps to a value of more than two hundred million dollars. They located twenty million board feet of walnut for use in the trenches, collected a hundred carloads of fruit pits for gas masks, distributed Government literature, and rendered ceaseless service in a



Within twenty-four hours following United States' entering the World War Scouts throughout America were mobilized for service.

number of other ways, including food and fuel conservation, emergency coast service, planting and harvesting of thousands of Boy Scout gardens and working as dispatch bearers for the Government.

For their efforts they received the commendation of the American people and the praise of President Wilson who, in a special proclamation stated:

"The Boy Scouts have not only demonstrated their worth to the Nation, but have also materially contributed to a deeper appreciation by the American people, of the higher conception of patriotism and good citizenship."

This Presidential proclamation was the call for the celebration of a special Boy Scout Week, June 8-14, 1919, during which the American Public was asked to

recognize the contribution which Scouting was making to the Nation through its youth.

Continued Service

The war was over, but the work of the Scouts for the country was not. They continued by aiding the Department of Labor in its Americanization program, by rendering Nation-wide first-aid service in the influenza epidemic and in numerous other ways.

Regional Organization

In 1920 came the significant Regional Organization by which the country was divided, for effective organization and service into twelve Regions, following somewhat the geographical lines of the Federal Reserve Bank System area. The plan was adopted in order to secure a more complete coverage and to establish firmer cooperation between the Local Councils which were being created throughout the United States.

In order further to make effective the work of the local Scout Executives, a special training conference was held the same year at Bear Mountain, N. Y. The conference was so productive that it was decided to hold others at regular intervals of two years. These conferences were held in Blue Ridge, N. C., 1922; Estes Park, Col., 1924; Hot Springs, Ark., 1926; and on the campus of Cornell University at Ithaca, N. Y., 1928. They stopped with the onset of the depression, to be resumed in 1936, at French Lick, Ind., with the return of more nearly normal times.

World Contacts

It was not only nationally but also internationally that great steps were taken in 1920. That year is significant for the first of a series of international Scout



President Roosevelt, President Head and Dr. West at a Broadcast inaugurating a Good Turn on a National scale (Feb. 1934).

gatherings, so-called World Jamborees, which have helped to firmly establish the Scout World Brotherhood.

The first World Jamboree took place in London, England, and was attended by 1,500 Scouts from 37 countries, including 356 American Scouts and Scouters.

The second World Jamboree followed four years later at Copenhagen, Denmark. Six thousand Scouts gathered in a large camp outside the Danish capital. The Boy Scouts of America was represented by fifty-six picked Scouts, forming a special Jamboree Troop.

Arrowe Park, England, was the scene of the Third and largest World Jamboree, in which fifty thousand Scouts, representing 73 lands, camped together. The American delegation at this occasion numbered 1,300.

The Fourth World Jamboree was held at Gödöllő, Hungary, in 1933, with 21,000 Scouts participating, with an American contingent of 402 Scouts and Leaders, and the Fifth was in Bloemendaal, Holland, in 1937, with an attendance of 26,000 Scouts, including 814 Americans.

Honorary Presidents

President Harding accepted the Honorary Presidency of the Boy Scouts of America in 1921, following President Wilson.

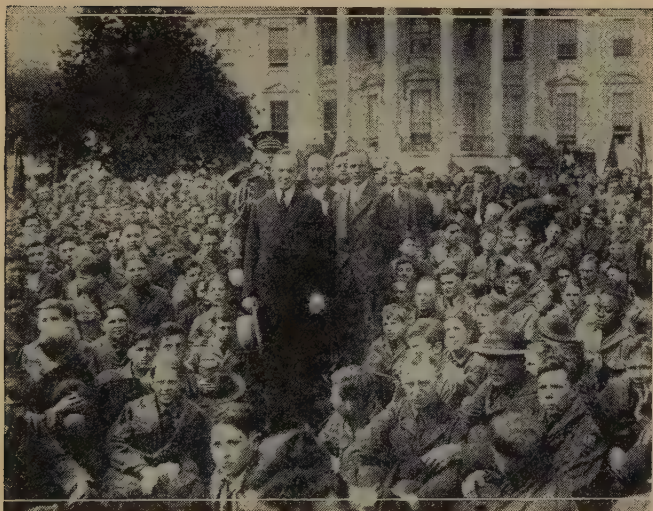
One of the contributing causes to the success of the Movement has been the intelligent, wholehearted way in which the Chief Executives of the United States—Taft, Wilson, Harding, Coolidge, Hoover and Roosevelt, have taken an active part in the work of the Movement.

Scout Service

Throughout the second decade of our Movement great progress was made and numerous examples of the service that Scouts can render in emergencies and disasters were demonstrated—in the Knickerbocker theatre disaster in Washington, D. C.; the floods in Pueblo, Col., San Antonio, Texas, and in Arkansas; the Illinois tornado; tornadoes in St. Louis and Omaha; the Florida hurricane; the Louisiana fire and the California earthquake.

Changes in Presidency

Colin H. Livingstone retired as President of the Boy Scouts of America in 1925, after fifteen years of outstanding service, and James J. Storrow was elected as his successor. At the first Executive Board meeting over which he presided, he began to develop opportunities for training courses for the professional leaders of the



President Coolidge with Scouts on the White House lawn. The President of the U. S. A. is the Honorary President of the B. S. A.

Movement. He lived just long enough to make this training a reality, the First National Training School opening at Bear Mountain Inn, N. Y., October 24, 1925, with forty-three men in attendance.

Upon Storrow's death in 1926 Milton A. McRae, Vice President, was elected to fill his term. At the annual meeting which soon followed, Walter W. Head was elected President, a post he has held ever since with the exception of two months in 1931, to the great benefit of the Movement.

At this same meeting, the newly established Award for Distinguished Service to Boyhood, the Silver Buffalo, was presented for the first time to a number of nationally and internationally famous workers for boys. The first was given to Baden-Powell, the Chief

Scout of the World, who attended the meeting in person, while the second went to the Unknown Scout whose Good Turn brought Scouting to America.

Divisional Organization

In 1926, upon the recommendation of the Chief Scout Executive, the Executive Board authorized a thorough study by outside specialists, of the National Organization and the methods of operation procedure and functional responsibilities, in an effort to discover how it might be made to serve the field even more effectively.

This study, conducted by Mark M. Jones, was completed in 1928, and resulted in the adoption by the Executive Board of a Divisional Plan, which took effect on January 1, 1931.

Under this plan, the National Office serves the Scout field through the following four divisions:

Program Division—Chairman Divisional Committee: Dr. John H. Finley; Director: E. Urner Goodman. Editorial, Education, Reading Program, Public Relations, Research and Program Development.

Operations Division—Chairman Divisional Committee: Marshall Field III; Director: A. A. Schuck. Activities, Camping, Engineering, Cubbing, Field Regions, Finance, Health and Safety, Inter-Racial, Rural, Senior Scouting.

Personnel—Chairman Divisional Committee: Col. Theodore Roosevelt; Director: H. F. Pote. Personnel, Registration, Welfare.

Business Division—Chairman Divisional Committee: Walter W. Head; Director: E. W. Beckman. Business Management of BOYS' LIFE, Office Management, Publications, Purchasing, Scout Supplies.



The Coordinating Committee: Dr. James E. West, Messrs. E. U. Goodman, H. F. Pote, A. A. Schuck, E. W. Beckman, and Dr. G. J. Fisher.

With the Chief Scout Executive as the Chairman and the Deputy Scout Executive, Dr. George J. Fisher, as Vice-Chairman, the four Directors constitute the Coordinating Committee, an advisory and coordinating body, that aids in formulating plans and counseling on problems of the Movement.

Cubbing

With his big brother a Scout, the little brother wanted something like it. In England, the younger boys were enrolled as "Wolf Cubs," and in America, several younger boy organizations were appearing. Here was a definite challenge which had to be met in a constructive manner.

The Laura Spelman Rockefeller Foundation, having

been interested by the Chief Scout Executive in the younger boy problem, generously made available a fund of \$50,000, which enabled us to start the research work in 1928. An Advisory Committee was made up of some of the best known experts in the country on the psychology of boy life and demonstration units were authorized.

During the next three years, close study of these experimental groups was made and literature developed, until, in 1930, Cubbing as the new program was called, was officially launched.

Since then, the new program for boys from 9 to 12 years of age has shown an amazing growth.

Senior Scouting

In the Laura Spelman Rockefeller grant provision was also made for a study of "what opportunities should be afforded to older boys."

The final result of this study was the adoption by the Boy Scouts of America of the features for older boys described in detail in Part XIV of this Handbook.

Schiff Scout Reservation

At the twenty-first annual meeting of the National Council held in Memphis, Tennessee, in May 1931, Mortimer L. Schiff was elected President of the Boy Scouts of America.

Within a month of his election Scout organizations throughout the world were shocked by his untimely death.

Schiff had long been interested in a National Training Center. When therefore the idea of establishing a memorial for him came up it was natural that this should take the form of a training center. It was made possible through the generous provision of his mother, Mrs. Jacob Schiff.



THE MORTIMER L. SCHIFF SCOUT RESERVATION
An air view of the Manor House of the 480 acre Reservation.

After investigating numerous sites, a special committee recommended a tract of nearly five hundred acres at the edge of Mendham, near Morristown and Bernardsville, New Jersey. This property was purchased and in due time developed into the Mortimer L. Schiff Scout Reservation—indeed a wonderful memorial to a devoted son from his mother.

The dedication of the Reservation took place on October 18, 1932, in the presence of some six hundred people, including members of the Schiff family.

Ten Year Program

At the same time, conditions in the world with their manifest perils to youth, called for renewed efforts and more service and caused the Boy Scouts of America to

undertake a significant "Ten-Year Program," proposed by George W. Ehler, Assistant to the Chief Scout Executive. It was really a challenge for training youth to meet the need of America for true citizenship.

The aim was—and still is—to feed into the stream of our voting citizenship, a new crop of 21-year-olds each year, in which at least one out of every four new male citizens, would have had at least four years of Scout training. In its broad social meaning, this is one of the most significant tasks ever undertaken by the Movement, and the service goal which today animates our Scouting activities.

Work During the Depression

The depression did not retard the progress of Scouting. On the contrary more and more boys and men joined the Movement and helped in rendering outstanding service in relief work, setting up on a Nation-wide scale a record that has only been exceeded by the work of the Boy Scouts of America during the war period.

The service included cooperation with Government agencies, with special aid given to the Civilian Conservation Camps, and culminated in the National Good Turn, in connection with Boy Scout Week, 1934, when Scouts in a concerted drive collected great quantities of clothing, household furnishings, foodstuffs, and supplies for the distressed and needy.

Silver Jubilee

The Silver Jubilee of the Boy Scouts of America was celebrated during Boy Scout Week, 1935. The year leading up to it had been one of great accomplishments, during which the total membership for the first time went over the million mark.



National Officers, Boy Scouts of America

Top Row: John Sherman Hoyt, Walter W. Head, Stuart W. French

Middle Row: Daniel Carter Beard, Lewis Gawtry

Bottom Row: Theodore Roosevelt, James E. West, Mell R. Wilkinson

The celebrations were to have culminated in a National Jamboree from August 21 to 30 at the Nation's capital, upon the invitation of the President of the United States. Great preparations had been made

in building the camp on the shores of the Potomac River for the expected thirty thousand Scouts.

But it was not to be. Infantile paralysis had appeared in the South, and after serious consideration and consultation, after the camp was 95% completed, on August 8, the President of the United States, acting upon the advice of the Surgeon General of the United States Public Health Service, announced the necessity for the cancellation of the Jamboree.

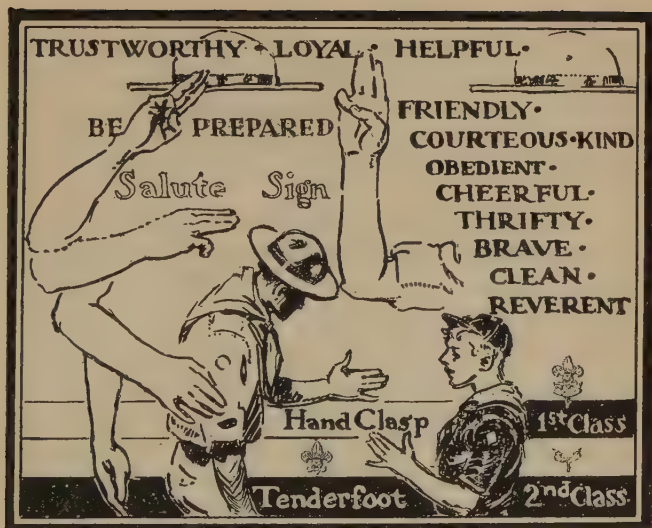
The National Jamboree

Immediately after, plans were formulated for making a second attempt at a National Jamboree. The dates were set for it: June 29 to July 9, 1937, and Washington, D. C., was again decided upon for the site.

A tremendous event it was with 27,232 Scouts and Scouters taking part! They came from every one of the forty-eight states within the borders of the United States, her possessions and territories of Hawaii, Alaska, Puerto Rico and the Panama Canal Zone, and camped for ten days, through rain and sun, with representatives from forty-one foreign lands.

Great events followed each other in rapid succession: the grand opening ceremony, the review before the President of the United States, the convocation, the pilgrimage to the grave of the Unknown Soldier, arena displays, camp fires, and countless friendship get-togethers of Scouts from many states and nations.

The first National Jamboree, the greatest gathering of youth America has ever seen, was a thrilling experience to its thousands of participants. But not only that, it was also a promise of a great future for our Movement and an inspiration to every Scouter to carry on the work for the youth of our country.



CHAT 25

POLICIES

THE Constitution and By-Laws of the Boy Scouts of America, adopted February 26th, 1917, and amended subsequently, constitute the approved statement of the policies of the organization. From time to time interpretations of mooted points have been made, and it is believed that a statement of some important Scout policies together with interpretations of others will be helpful to Scoutmasters. The variety of the material presented precludes a logical or sequential arrangement, wherefore the topics are arranged alphabetically under general heads. It is hoped that this presentation may prove most satisfactory to the Scoutmaster who is

seeking the interpretation of a particular policy, even though the arrangement destroys whatever element of continuity was existent in the several topics treated. Many of these policies and other policies of the organization have been covered also in the Chats to which they are logically related.

Adherence to Scout Oath and Law Declaration of Religious Principle

The Constitution of the Boy Scouts of America states:

Article III—Principles and Policies, Section 1—*The Boy Scouts of America maintain that no boy can grow into the best kind of citizenship without recognizing his obligation to God. In the first part of the Boy Scout's Oath or pledge the boy promises, "On my honor I will do my best to do my duty to God and my country, and to obey the Scout Law." The recognition of God as the ruling and leading power in the universe, and the grateful acknowledgment of His favors and blessings, are necessary to the best type of citizenship, and are wholesome things in the education of the growing boy. No matter what the boy may be—Catholic or Protestant or Jew—this fundamental need of good citizenship should be kept before him. The Boy Scouts of America therefore recognizes the religious element in the training of a boy, but it is absolutely non-sectarian in its attitude toward that religious training. Its policy is that the organization or institution with which the Boy Scout is connected shall give definite attention to his religious life.*

Only men willing to subscribe to this declaration of principle shall be entitled to certificates of leadership in carrying out the Boy Scout Program.

The activities of the members of the Boy Scouts of

America shall be carried on under conditions which show respect for the convictions of others in matters of custom and religion, as required by the twelfth Scout Law, reading, "A Scout is reverent. He is reverent toward God. He is faithful in his religious duties and respects the convictions of others in matters of custom and religion."

In no case where a Troop is connected with a church or other distinctively religious institution, shall Scouts of other denominations or faith be required, because of their membership in the Scout Troop, to take part in or observe a religious ceremony distinctively peculiar to that institution or church.

"All Scouts and Scouters must know and subscribe to the Scout Oath and Law." By-Laws, Article VI, Section 2.

Affiliation of Scouts with Outside Organizations

The general policy of affiliation with outside organizations is reflected in the following letter of the Chief Scout Executive, written May 25th, 1917:

"At the meeting of our Executive Board Monday, Mr. Livingstone brought up the question as to the advisability of the acceptance of your Troop of the honorary membership in the Grand Army Post, and it was agreed, after discussion, that I should write and suggest that you politely decline this invitation, on the theory that we are making it a rule not to have the Boy Scouts of America affiliated officially as such, with any outside organization.

"Certainly this should not mean that there will not be the closest kind of cooperation between the G. A. R. and the Scouts. We want the Scouts to show them every courtesy, and to be helpful to the fullest degree possible."

By-Laws, Article IV, Section 3, Clause 3, provides for a Committee on Relationships, consisting of three or more members. The duties of this committee are

defined in By-Laws, Article IV, Section 4, Clause 8, Part 2, as follows:

Committee on Relationships: The references to the Committee on Relationships shall be on questions pertaining to relationships with other organizations, with a view to making available the Boy Scout Program to supplement their work for boys.

It would seem, therefore, that official affiliation of the Boy Scouts of America, or any unit of it, with an outside organization is only to be considered when through such affiliation the program of the B. S. A. can be made available for boys working under said outside organization.

In any case where the procedure is doubtful, the case should be referred to the Relationships Service, National Office, 2 Park Avenue, New York, N. Y.

Age Requirement—Scouts

The language of the By-Laws upon this point is unequivocal. *"Only boys who have passed the twelfth anniversary of their birthday shall be eligible for membership."* By-Laws, Article VI, Section 1.

Boys under twelve years of age are not mentally capable of properly understanding the requirements of the Scout Program, nor are they physically capable of the hikes and endurance tests. The underlying principle of Scouting is the development of community interest. Community interest awakens with adolescence. It would therefore limit the effectiveness of the organization to enroll boys under twelve years of age. This limitation of membership to boys of twelve years, or older, was determined after much consideration covering a period of years. No deviation from it is possible, and the Scoutmaster is placed upon his honor not to violate this fundamental requirement.



This Eagle Scout is pinning a miniature of his Badge of Rank on his Mother. He is proving himself a worthy son.

Age Requirement—Scoutmasters and Other Scout Officials

The age of the commissioned leadership of the Boy Scouts of America, with the single exception of the Scoutmaster's Assistant, is fixed by the By-Laws

Article XII, Section 2, as at least 21 years. No modification of this requirement is permissible. The Assistant Scoutmaster must be at least eighteen years of age. See By-Laws, Article XII, Section 3.

Associate Scouts

By-Laws, Article X, Section 3, provides for the class of Associate Scouts. Older boys who are unable to continue as active members of a Troop, should become Associate Scouts. For full exposition of requirements for this class, consult *Handbook for Boys*.

Through the use of this class of membership, the Scoutmaster may be able to hold many boys who might otherwise be prevented from remaining in the organization. Any Scout who for good reasons feels that he must resign from a Troop should be given an honorable discharge.

Athletics

The policy of the Boy Scouts of America on the question of organized athletics is clearly defined. The Chief Scout Executive, writing to a Scoutmaster in June, 1917, says, in part:

"The activities of the Scout Movement are of course of an outdoor nature, but of the kind that develop sturdy, rugged, wholesome physique, coupled with a knowledge of practical everyday activities in which all Scouts can participate, rather than those activities in which only a certain small number of the more expert athletes can take part under conditions which necessitate the occupation of spectators on the part of all the other boys.

"The great need in the Scout Movement is for development along lines other than those which you have suggested. Purely athletic activities are already so popular and generally so well understood and appreciated, and so thoroughly promoted by a great many firmly established and recognized institutions, that the same urgency does not at present exist for our especial support thereof as against other more urgent and purely Scouting needs."

The Scout principle in games or athletics is "general participation"—as few as possible being merely and only spectators. Basketball, baseball, and similar team games are, from the viewpoint of Scouting, open to the criticism that they are participated in by only a few of the total group. Better activities can and should be substituted.

As regards the gymnasium, it is valuable but should not be permitted to become a substitute for the needed outdoor activities which Scouting promotes.

Badges and Insignia

All Badges and Insignia as well as the name of the Boy Scouts of America are protected by the U. S. Patent and Trade-mark Laws and by the provisions of the charter granted by Congress June 15, 1916.

From the earliest days of the organization no effort has been spared to preserve the inviolability of the Badges and Insignia of Scouting. It is due to the members of the organization, who by personal effort and sacrifice have made themselves proficient in Scouting, and have thereby earned the right to wear the representative insignia, that those not entitled to wear this insignia should be prevented from doing so.

None but duly registered members of the Scout Movement are able to secure any of the restricted insignia, and then only as they qualify for the various degrees.

Transference to Others

Upon occasion Scouts are known to have loaned their Badges or Insignia to girl friends. The Scoutmaster will at once recognize the incongruity as well as the illegality of such action, and should prevent its

occurrence. In the first place the Scout Movement is essentially masculine in all of its activities. Its leaders and members are men and boys. The Scouting Program comprises activities requiring a virility, forcefulness and energy characteristic of boys, but not of girls. It is inconsistent that girls or women should wear any of the insignia which properly belong only to men and boys. Moreover the wearing of the insignia by any person not entitled to do so, depreciates its value and significance. Only by the most scrupulous attention to this matter, will the Scout emblems continue to have the value which makes their possession worthy the best efforts of Scouts and Scout Officials.

Charter and By-Laws on This Point

The Scoutmaster should familiarize the members of his Troop with Section 7 of the Act of Incorporation, and Article VII of the By-Laws of the Boy Scouts of America. An explanation of these provisions to members of the Troop will convince them of their duty of strict compliance therewith. Any other course is unjust to other Scouts, and subversive of the interests of Scouting.

Bands

The By-Laws of the Boy Scouts of America state in Article XVI, Section 4.

Organization

Clause 1—*Boy Scout bands and bugle (or fife) and (or) drum corps may be organized among members of the Boy Scouts of America, and provided with suitable insignia indicating this special membership, provided, however, that the purpose of such organization shall be primarily and distinctively for the develop-*



When the Schiff Reservation was dedicated in October, 1933, a Band volunteered its services and supplied the inspiring music.

ment of the boy along lines in harmony with the aims and objectives of the Boy Scout Movement, and that the members thereof also carry out the regular Boy Scout Program.

Sale of Services

Clause 2—Under no circumstances shall a bugle (or fife) and (or) drum corps or band made up of Boy Scouts of America enter into a contract as members of the Boy Scouts of America for the sale of their services in competition with any other bands of their own or any other community.

It is clearly the intent of these provisions of the By-Laws to prevent a Boy Scout fife and drum corps or a Boy Scout band, in a Boy Scout capacity, from en-

gaging in any service for which pay is to be received. Even were the elements of actual competition not present, as would be the case where the Boy Scout band was the only one available, the intent of the By-Laws is to prevent the Boy Scout band accepting any engagement to play for money.

Scout bands should not play while passing churches, hospitals, or any house where illness is known to exist. Bands should not play after 9 o'clock in the evening when on the street, and bugle practice should not be carried on in open places within 500 yards of houses.

Boy Scout Week and Anniversary Day

The By-Laws of the Boy Scouts of America state:

Article XVI, Section 6—*Boy Scout Week shall take place annually during the month of February so as to include February 8th, the date of the original incorporation of the Boy Scouts of America, and to continue through February 12th, Lincoln's Birthday.*

The National Council through its various officers and with the cooperation of Scout officials throughout the country shall arrange for a nation-wide celebration during Boy Scout Week, for the purpose of bringing more definitely to the attention of each community, the value of Scouting as a program for work with boys, for the development of character and training for citizenship.

The program for Boy Scout Week will include a plan whereby every registered Scout in good standing shall be given an opportunity to assemble on the evening of Anniversary Day, that is, February 8th, and promptly at 8:15 recommit himself to the Scout Oath and Law.

On this occasion it shall be the duty of the Scoutmaster and other leaders to bring to the attention of

the Scouts the extent of the Scout Brotherhood in our own country and throughout the world, and impress upon their minds the fact that every Boy Scout the world over is committed to the same obligation and does a "good turn daily."

It is indeed a happy coincidence that the annual birthday celebration enjoined by the National Council upon every Boy Scout Troop in America falls within the week of Lincoln's Birthday, so that the week's program may include appropriate patriotic services commemorative of this great American. Each year is likely to present some new feature or subject for special emphasis in the week's program. There will always be some subject or event of immediate importance to the community or to the nation, which can be made a pivotal point for the Scout celebration. The opportunity for a renewal of enthusiasm, a re-dedication to the ideals of Scouting, and an extension of the Movement in every community in which it has taken even a precarious foothold, is one that every Scout and Scout official will use to its utmost limit in Boy Scout Week. No matter what the local conditions, Boy Scout Week can be so used as to better them. The National Office, through SCOUTING, will give many timely suggestions. These will be adapted to individual needs by local organizations.

Buildings for Scouts

The policy of the Boy Scouts of America is opposed to the erection of buildings for Scout headquarters. To raise a considerable sum of money for the erection of Scout headquarters, involves many questions beside the important ones of permanency and proper administration of funds. A central meeting place for all the Troops of a district involves travelling long distances by individual Scouts, which from every point

of view is undesirable. Moreover the advantage accruing to the community from having the Troop active in the immediate locality of the homes of its members is lost when Troops gather from widely scattered areas for meetings in a central place. In a few instances where attempts have been made to have cabins or buildings suitable for a Troop headquarters, problems have arisen seriously affecting the best interests of the Troop. It is held by the National Office that the best interests of the boy in Scouting are conserved by the organization of Troops in connection with existing institutions. In other words, the effort should be to get existing institutions to adopt the Boy Scout Program as immediately serviceable to their needs, rather than to organize Scouting as an independent movement.

This policy should not be confused with the question of the ownership of permanent camp sites and camp cabins by Local Councils. Wherever a Local Council can acquire a permanent camp site for its Troops, and by the erection of a cabin, secure to the Scouts the advantage of some out-of-door life throughout the year, it is most desirable that this be done, as the camp site and cabin are promotive of one of the major objectives of Scouting, namely, the establishing of vigorous physical health through out-of-door activities, and the increase of knowledge of plants and animals through observations and association.

The Church and the Boy Scout Movement

The relationship of the Boy Scout Movement to the church is one of non-interference in doctrinal instruction. The Boy Scout Program conflicts with no religious doctrine; on the contrary Scouting can be adopted as an auxiliary by any religious denomination, as an extension of its boys' work plan.



Religion is recognized by the Boy Scouts as fundamental. Churches find that cooperation with the Scout Troops is mutually helpful.

Moreover the Boy Scouts recognize the religious impulse as fundamental.

It is significant that our records show that more than half of all Scout Troops are organized and operated under auspices of some religious institution. The Scout idea is a movement rather than an organization, and

it is the primary idea of the national officers, and of all who are interested in the promotion of Scouting, to have it available as a movement to supplement the work of the church or other existing organizations, rather than an agency which might lessen their influence. The Boy Scouts of America recognizes the church as one of the most important agencies for work with boys, and it is believed that proper leadership in organizing Troops in churches will give a widened opportunity to serve boy life and prove of great value as a basis of religious education by the church.

Commercialism

The use of the Scout Uniform and organization for commercial purposes is not permitted. The By-Laws of of the Boy Scouts of America state:

Article XVI, Section 1—*No member of the Boy Scouts of America, Scout Troop* or Cub Pack, chartered Council, or any officer or representative of the Boy Scouts of America shall have the right to enter into a contract or relationship of a commercial character involving the Boy Scouts of America unless duly authorized by the National Executive Board, and then only in connection with the carrying out of the purposes of the Boy Scout Movement.*

Nor shall any Local Council or Scout Troop or Cub Pack enter into a contract or business relationship with a business or commercial agency or corporation, or individual which may be construed as using the Boy Scout Movement for commercial purposes, such as an effort to capitalize public interest in the Boy Scout Movement rather than depending upon the merits of the business proposition. This shall not be interpreted, however, as interfering with any Scout earning money for his own Scout equipment or for his Troop, pro-*

* Troop, Ship, Tribe, Neighborhood Patrol.

vided the money is earned through services actually rendered, and is not dependent upon capitalizing interest in the Boy Scouts of America.

This clause is a challenge for every Scout official, every individual Scout; the former to test each proposal which comes up in the course of financing the Troop to make sure that it involves no trace of commercialism, the latter, that in exercising his conceded right as an individual to earn money for himself, or for his Troop for Scout purposes, he may do so without violating the Scout Insignia or Uniform. It must be clearly understood that a Scout engaged in individual selling activities may not use the Uniform or good name of the organization as a basis of his effort.

This policy is the outgrowth of experience in interpreting the real motives underlying a great variety of proposals submitted to the National Office. In many of these the "commercial" intent was so veiled as almost to escape detection. In others the advantages to the organization or to the individual Scout (financial or otherwise) were so alluring as to blind any but the severest analyst of the terms of the proposal.

Experience has proved that too great caution cannot be exercised in such matters. Proposals for advertising space in the official magazines, proposals for the sale of articles known to be desired by Boy Scouts, proposals for the use of Boy Scouts individually or in Patrols or Troops, are often couched in terms so subtle as to conceal their true import. Proposals of this sort come into the National Office daily, and their rejection often involves the forfeiture of large financial advantages, nevertheless they are invariably discredited as being contrary to the policy of the Boy Scouts of America.

Scoutmasters and Scout Officials will receive many

proposals which have every appearance of being devoid of "Commercialism," and it will be only after the most careful scrutiny of the conditions that a determination can be made. What at first sight seems to be free from any purpose to use the Boy Scout name or prestige to advance a business proposition, will often, on further study, reveal this as its underlying motive. Too great care cannot be exercised by all upon whom rests the responsibility for fulfilling both the letter and the spirit of this clause of the Constitution and By-Laws of the Boy Scouts of America.

Solicitation of Money, or Sale of Tags and Ticket Sales

The By-Laws of the Boy Scouts of America state:

Article XVI, Section 2, Clause 1—*Boy Scouts, collectively or individually, shall not be used in the solicitation of money or the sale of tags, or other similar methods of solicitation of money in connection with efforts to raise money incidental to the expenses of Scouting, provided, however, this shall not prohibit Local Councils from sanctioning the sale of tickets for the public display of Scout activities such as Merit Badge Shows, Rallies, Demonstrations, etc., when the nature of the program or function offers a value commensurate with the purchase price of tickets offered for sale, and the sale of tickets is not used as an indirect method of defeating the purpose of this By-Law; and provided further that Scouts' participation in the sale of tickets for such affairs shall be confined to their parents and immediate friends, and not involve methods similar to those used in the sale of tags or other general solicitation. The Scout Uniform must not be capitalized in such sale of tickets (see Article IX, Section 4).*



Helping other people, at all times. On a distinctly non-commercial basis, Scouts wear their Uniforms proudly and serve in many ways.

The purpose of this clause is to prevent capitalization of the Scout Movement or the Scout Uniform. It is manifestly unfair to the Scout to permit his participation in any enterprise involving the handling of money, under conditions which do not provide for a

strict accounting, and it is for his protection against the adverse criticism to which such participation renders him liable, that the safeguard of this clause is inserted in the By-Laws.

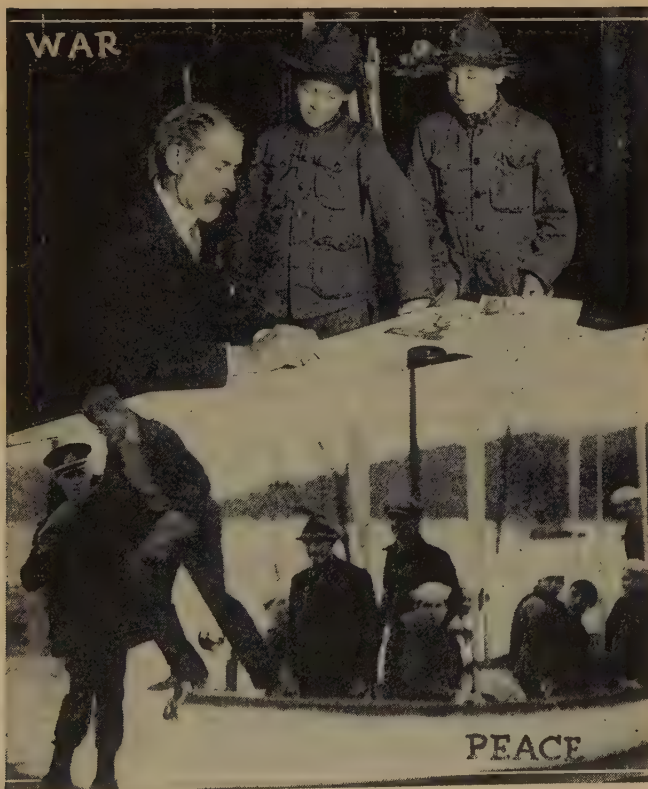
It is realized that there are some exceptional instances where it is proper to have Scouts cooperate and participate with others in disposing of tickets, and therefore it has not been found advisable to make a drastic rule absolutely forbidding use of Scouts in this way. The only thing that can be fairly and safely done is to place the burden squarely upon the conscience of the ranking Scout officials of each community concerned, having in mind the language of the article itself and the interpretation thus given.

Cooperation with National Movements

The By-Laws of the Boy Scouts of America state:

Article XVI, Section 2, Clause 2—*Arrangements may be made by the ranking local authorities for Scouts to cooperate with well established non-partisan and non-sectarian national movements for the relief of humanity, in undertakings which they may promote to raise money, by giving personal service, provided, however, that this shall not involve the use of the Boy Scouts as solicitors of money.*

Such participation is exemplified in the use of the Boy Scouts of America, in connection with the five Liberty Loan sales, the War Savings Stamps campaign, raising War gardens, and encouraging others to do the same, conducting a census for Black Walnut timber for government use, collection of fruit pits and nuts, cooperation with the Food and Fuel Administrations, the Committee on Public Information, and the Red Cross.



A Bank President buying \$1,000,000 worth of Liberty Bonds, sold by St. Paul Scouts. Below: Sea Scouts aiding flood victims to safety.

In connection with the last named service the attitude of the National Office toward the actual receiving of money by Boy Scouts is clearly defined in a telegram from the Chief Scout Executive to a Scoutmaster, the text of which follows: "Uniformed Boy Scouts may

properly cooperate with efforts to raise funds for the Red Cross when such funds are not personally handled by Scouts."

Finances

The Constitution of the Boy Scouts of America states:

Article XV, Section 1—*The necessary expenses of the Boy Scouts of America shall be met from the receipts from annual registration fees, membership dues and contributions; and the proceeds from sales of publications and supplies and from such other sources as may be determined by the National Council.*

Section 2—*Contributions shall be solicited in the name of the Boy Scouts of America only through or by the authority of the National Council, or by chartered Local Councils or Troops under an arrangement agreed upon by the National Council. Boys shall not be permitted to serve as solicitors of money to pay any expenses incidental to Scouting.*

Section 3—*Each chartered Council shall render annually to the community in which it is located a duly audited statement of all funds collected and expended in carrying out the Scout Program, and shall furnish a copy thereof to the National Council for statistical purposes.*

Section 4—*The funds of the Boy Scouts of America shall be disbursed only upon the authorization of the Executive Board in the manner set forth in the By-Laws.*

Girl Scouts: Relationship of Boy Scouts to

In SCOUTING magazine for June 1, 1918, appeared the following statement by the Executive Board of

the Boy Scouts of America, distinctly differentiating the Girl Scouts from the Boy Scouts of America:

"There is no connection between the Girl Scouts of America and the Boy Scouts of America, nor is it thought wise or in the interests of either that the same or joint leadership be extended to both, as programs for boys and girls must naturally proceed along different lines.

"The Boy Scouts of America are friendly disposed towards this as well as other agencies engaged in character building and citizenship training for the growing youth of this country, whether girls or boys.

"The women constituting the Executive Board of the Girl Scouts are of the highest character and are guided by the desire to do real constructive work among girls. It is, of course, understood that the work and program of the Girl Scouts is conducted entirely independent of the Boy Scouts of America.

"We believe that it would have been better for both organizations and would have avoided unnecessary misunderstanding if the Girl Scouts had chosen a different name for their organization and one not so similar to ours; that it would be highly desirable if all work to accomplish the same objectives with girls as Scouting does with boys, namely, character development and citizenship training, could be carried on under one name and one management, so different and distinctive as to reduce to a minimum opportunity for confusion and misunderstanding as to the relationship of the two organizations, further, that the methods and program of girls work should be based primarily upon the fundamental needs of girls and not follow so closely the program for boys.

"We have discussed the matter of name at some length with the representatives of the Girl Scouts of America in an effort to have them meet our point of view, but they are convinced that their organization to be really effective should be called 'Girl Scouts' so as to secure the benefit for girls of what 'Scouting' has become so universally understood to mean, through the effect of the program of the Boy Scouts now so many years in use.

"In view of these facts, and because of the similarity of names, it should be clearly understood, and when the circumstances warrant, it should be definitely emphasized, that the Boy Scouts of America deals only with boys—that it has nothing whatever to do with the management, direction or program of the Girl Scouts of America. In our opinion it is undesirable and will lead to complication for the work of the two organizations to be combined in any

way, and the National Council of the Boy Scouts of America would not approve of any attempt being made to do the work of the two organizations in the same office or under the same Executive or leadership, as it is believed this would be of no particular benefit to the work of the Girl Scouts and distinctly a detriment to the development of the best interests and work of the Boy Scouts of America."

Joint Hikes of Girls and Boys

Joint hikes of boys and girls are strongly disapproved because of inherent difficulties of leadership.

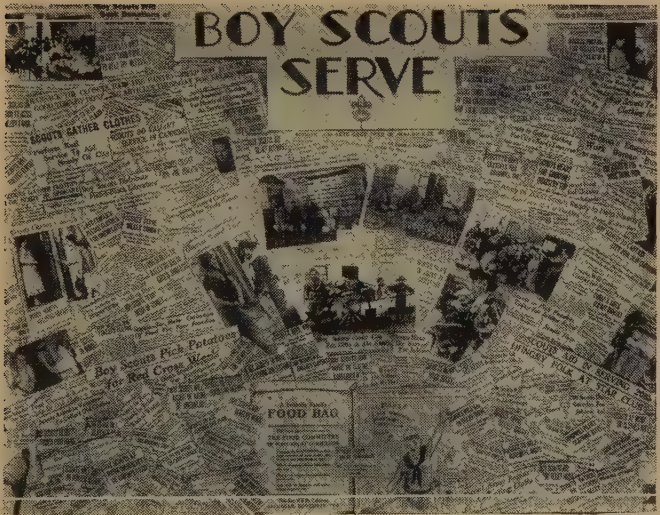
Labor Movement and the Boy Scouts of America

The American Federation of Labor, at the Annual Meeting held in Rochester, November, 1912, made an exhaustive report upon the Boy Scouts of America. The report deals with the history of the Movement, and its objectives and the program through which these objectives are to be attained. The report closed with the endorsement of the Organization by the American Federation of Labor.

The policy of the National Council is consistently and invariably one of non-interference, or non-competition. Boy Scouts, as such, and in Uniform, must not enter into industrial competition which the world's regular workers very properly regard as "unfair." It is the obligation of every Scout official to maintain this policy, and to see to it that no individual Scout involves the Boy Scouts as an organization in industrial competition.

Loyalty

By the provisions of Article XII of the Constitution, only men who are citizens of the United States, or those who have legally declared their intention to become citizens of the United States, or citizens of coun-



Scouts show their loyalty to their country by active work for its welfare—by service to others.

tries or territories under the control of the United States, may be commissioned for any form of leadership in the Boy Scout Movement. In the case of minors, born on foreign soil, only those may be accepted for membership as Boy Scouts who take an Oath of Allegiance to The Flag and the Government of the United States. But this is not enough. There must be active loyalty on the part of the Boy Scout membership. A suspicion of disloyalty must not remain unchallenged. The Boy Scout Movement is founded upon the principle of absolute loyalty. It is intolerable that a man commissioned by the National Office should make an utterance or give instruction which the Scouts interpret as unpatriotic. Every such case should be promptly and thoroughly investigated by the proper authorities,

and unless perfect loyalty of the Scout Leader is established, a recommendation to the National Council for the revocation of his commission should be made.

At no time in our history as a nation has there been a greater need for one hundred per cent Americanism than today. The Boy Scout Movement is unequivocal in its position upon this point, and will accept, or continue in membership, only those who are unreservedly loyal to our Government.

Participation in Public Functions and Parades

The By-Laws of the Boy Scouts of America state:

Article XVI, Section 3—*The officers and leaders of the Boy Scouts of America shall, when practicable, co-operate in connection with civic or other public gatherings of a non-partisan and non-political character in a way which gives Scouts an opportunity to render service in harmony with their training as Scouts, instead of merely taking part in parades or making a show of themselves in their Uniforms.*

Political Questions

The Constitution of the Boy Scouts of America states:

Article III, Section 2—*The Boy Scouts of America shall not, through its governing body or through any of its officers, its Chartered Councils or members, involve the Boy Scout Movement in any question of a political character, but each official and member shall have freedom of thought and action as an individual.*

Professional Scouters Not Eligible to National Council

Members of National Council must not be Profes-



The Stars and Stripes rise as the sun rises, and are lowered as the sun sets. Scouts learn respect to The Flag and loyalty to their country.

sionally Engaged in Scouting. By-Laws, Article I, Section 1, Clause 4.

The object of this provision of the By-Laws is obvious. The National Council, through its authorized agent, the Executive Board, is the executive organ of

the Boy Scout Movement. Its membership is recruited, in part, from Local Councils, as provided for in By-Laws, Article I, Section 1, Clause 1.

If men in the paid employ of the National Council were to serve as members of that body, we should have the anomalous condition of a man's being able to influence legislation in his own behalf. The National Council, which issues and revokes the Commissions of all Scout Officials, is in the relation of employer to such of these officials as are salaried for services performed in the interests of Scouting. The propriety of the limitation in membership of the National Council, as quoted above, is manifest.

Registration Fees of Scout Troops Organized in Institutions

Troops have been organized in orphanages and other institutions where the boys have no way of raising money to meet their annual membership—some have proposed that the registration fee be paid by a donor. The National Council is opposed to the principle involved in this plan. The plan advocated in such a case is, that the sum of money which would have been forthcoming for the payment of the dues be used as a fund from which prospective Scouts be paid for services rendered. Such a plan makes it possible for a boy to earn his way in Scouting, and in so doing, increase his sense of self-respect and independence.

Scout Commissioners Not Paid

The Scout Commissioners of various ranks serve without compensation.

Scoutmaster Gives Voluntary Service

Of over 230,000 men serving boys through various

capacities in the Scout Movement less than 1,000 are under salary. These devote their entire time to creating conditions which will facilitate service.

These include local Scout Executives and their assistants and also Field Scout Executives. The Scoutmaster is a volunteer worker who finds part of his recreation in this patriotic service of companionship with boys.

Scouters and Their Commissions

Article XII of the By-Laws deals with the leadership of the Boy Scouts of America, and from it the following provisions are quoted:

Commissioned Scouters

Section 1, Clause 1—*In accordance with Article XII of the Constitution, the National Council may issue commissions to men to serve as Scoutmasters, Skippers, Lone Scout Friends and Counselors, Cubmasters, Lone Cub Friends and Counselors, Assistant Scoutmasters, Mates, Assistant Cubmasters, Scout Commissioners, Field Scout Commissioners, District Scout Commissioners, Neighborhood Scout Commissioners, Scout Executives, Assistant Scout Executives, Field Scout Executives, District Scout Executives, Camp Directors and Assistants, Educational Directors and Assistants, Chaplains, Regional Scout Executives, Deputy Regional Scout Executives, Special National Field Scout Commissioners and National Scout Executives. The above officials with the exception of Assistant Scoutmasters, Mates, and Assistant Cubmasters, must be at least twenty-one years of age.*

Definition of "Scouters" and "Cubbers"

Section 1, Clause 2—"Scouters" is the collective

designation for all registered Scout Officials and Adult Members (Active and Associate) other than Boy Scouts, classified as Council (Local and National) Scouters and Troop Scouters.

“Cubbers” is the collective designation for registered Pack Committeemen, Cubmasters and Assistant Cubmasters.

National Council Approval

Section 1, Clause 3—All recommendations from Local Councils or Troops not under Council, for commissions or certificates of membership are subject to the approval of the National Council.

Local Council Approval

Clause 4—All recommendations for commissions or certificates of membership for Troop Scouters under Local Council supervision are subject to the approval of the Local Council before transmission to the National Council.

Volunteer Scouters

Clause 5—All Scouters other than executive officers of all ranks employed as professional Scouters shall serve on a volunteer basis.

Scoutmaster

Section 2—The success of the Boy Scout Program is dependent upon the volunteer Scoutmaster who serves without financial compensation. His conception of the rules, spirit and purpose of Scouting and the quality of his leadership control the possibilities for practical results in the work of the boys. For this reason, the greatest care should be exercised by all concerned in recommending men for such commis-

THE SCOUTMASTER

by

Edgar A. Guest

There isn't any pay for you, you serve without reward,
The boys who tramp the fields with you but little could
afford,

And yet your pay is richer far than those who toil
for gold,

For in a dozen different ways your service shall be
told.

You'll read it in the faces of a Troop of growing boys,
You'll read it in the pleasure of a dozen manly joys,
And down the distant future—you will surely read
it then,

Emblazoned thru the service of a band of loyal men.

Five years of willing labor and of brothering a Troop,
Five years of trudging highways, with the Indian cry
and whoop,

Five years of camp fires burning, not alone for pleas-
ure's sake,

But the future generation which the boys are soon to
make.

They have no gold to give you, but when age comes
on to you

They'll give you back the splendid things you taught
them how to do,

They'll give you rich contentment and a thrill of hon-
est pride

And you'll see your nation prosper, and you'll all be
satisfied.

sions. A Scoutmaster shall be at least twenty-one years of age and shall be chosen because of good moral character and his interest in work for boys. He need not be an expert in all of the Scout activities but should be able to command the respect of boys in the management of his Troop.* He should attend all meetings and outings of his Scout Troop,* delegate as much of his duties as possible to Assistants and Patrol Leaders and make use of different experts in the various activities included in the Scout Program. He, with the cooperation of the Troop Committee, is responsible for the general program and supervision of the work of the Troop.*

All recommendations for commissions for men to serve as Scoutmasters shall originate with the Troop, Ship, or Tribe Committee or the fathers sponsoring a Neighborhood Patrol.

Assistant Scoutmaster

Section 3—Each Troop or Tribe should have one or more Assistant Scoutmasters. Assistant Scoutmasters shall be at least eighteen years of age and may be selected and promoted because of their experience as members in a Troop or Tribe and efficiency in Scouting. An Assistant Scoutmaster performs such duties as may be assigned by the Scoutmaster.

All recommendations for commissions as Assistant Scoutmasters originate with the Troop or Tribe Committee.

Citizenship Requirements

Section 15—In all cases men serving in any official relationship with the Boy Scouts of America shall subscribe the statement of religious principle (Article III of the Constitution), the Scout Oath and Law and the

* Troop, Ship, Tribe, Neighborhood Patrol.

Constitution and By-Laws of the Boy Scouts of America, and shall be citizens of the United States; or in all cases excepting members of the National Executive Board, shall have legally declared their intentions to become citizens of the United States; or in the case of minors shall take an oath of allegiance to The Flag and Government of the United States; except that in the discretion of the Executive Board of the National Council, and under such rules and regulations as it may prescribe, commissions or certificates of membership as Scouters may be issued to citizens of countries or territories under control of the United States, in those countries or territories.

Warrant Officers

Section 16, Clause 1—SENIOR PATROL LEADER. *The Troop Committee on the recommendation of the Scoutmaster may authorize the appointment of a Senior Patrol Leader. This office is open to First Class Scouts who have served a minimum term of twenty weeks as Patrol Leaders, are of strong character, proficient in Scouting and of marked ability as leaders. The Senior Patrol Leader performs such Troop administrative and executive duties as are assigned him by his Scoutmaster. He ranks in the Troop next to the Assistant Scoutmaster.*

Section 16, Clause 2—JUNIOR ASSISTANT SCOUTMASTER. *Local Councils upon the recommendation of the Scoutmaster or Troop Committee, may issue warrants as Junior Assistant Scoutmasters to First Class Scouts who are sixteen years of age or over. This rank may be utilized to provide for Assistant Scoutmaster service to the Scoutmaster in cases where there are no men eligible for commissions as Assistant Scoutmasters or where there are not sufficient Assistant Scout-*

masters. This office may also be used for the purpose of holding the interest of First Class Scouts, sixteen years of age or over, as expert instructors or for other service to the Troop, but not the usual executive duties of Assistant Scoutmasters.

Smoking and Intoxicating Liquors

The policy of the National Council upon the use of alcoholic liquors and tobacco by Scout Officials is expressed in the following resolution, adopted February 11, 1913:

RESOLVED, That the National Council recommend that intoxicating liquors be not used in connection with Scout meetings, and that all Scoutmasters and other officials while on active duty refrain from the use of tobacco, and that those who are accustomed to the use of tobacco do not conceal the fact from the boys, but discuss frankly with them the desirability of refraining from its use until they have attained their full development.

Technical Military Training and Uses of Firearms

The Constitution of the Boy Scouts of America states:

Article III, Section 3—*In carrying out the purpose of the Boy Scout Movement as stated herein, technical military training and drill shall not be included for the reason that they are not equal in value or as suitable for boys of Scout age in training for good citizenship as the program of Scout activities.*

In the Scout Program, drill is a means to attain discipline, not an end itself. It should not be unduly emphasized. Boys of Scout age are unfitted to receive technical military training. Gen. Leonard Wood said, "Personally, I do not believe we should give the train-

ing until the year in which the youth becomes nineteen." Scout training develops men capable of taking care of themselves, and hence valuable alike in peace or war.

The Scout Movement is neither military nor anti-military. On the other hand it does teach valuable information which a soldier must have. The Marksmanship Merit Badge recognizes the supervised use of firearms. The use of guns in mass and for drill purposes, however, is alien to the Scout Movement and is not permitted to Scouts.

Tips

"A Scout may earn money as an individual but he does not accept pay for being helpful or courteous."

The question has arisen as to whether a Scout who is employed as a "bell hop" in a summer hotel, and part of whose small salary is made up of tips, is violating the Scout Law (clause 9) by accepting the tips.

When a Scout not as such but as an individual is engaged in work where compensation is based upon the assumption that it will be supplemented by gratuities, the latter take on the nature of a legitimate compensation. The alternative would seem to be to discourage the Scouts from entering this sort of service. He should not wear the Uniform when engaged in this work.

INDEX

Volumes One and Two

	Page	Page
A		
Achievement		Admission (See also Candidate)
Patrol Recognition Plans..348-354		as Rover1122-1124
Recognition of Individual..32, 276		Adolescence 41
(See also Advancement)		Advancement92, 95, 955-1082
Recognition of Patrol.....222, 348		Achievement Scout 1078
Recognition Policy 353		Administered by Troop
Achievement Scouts 1078		Leaders' Council 194
ACHIEVEMENTS, OTHER		Affects Tenure 256
(Chat 38)1069-1082		Aids to972-974
Action		and Assistant Scoutmaster.. 138
Boy Craves 40		Awards as a Means not an
on Hikes 606		End 964
in Troop Meetings 550		Awards, Presentations ...982-984
in Troop Program 510		Boards of Review ...968, 979, 1060
Activities		By-Laws, Art. XV
Alumni 1118		(Sec. 3)965, 966
Camp839-58		Chart 339
Camp Program722, 723		Coaching the Boy for ...975-977
Camp, Special844-58		Council Committee on 966
Director, Junior Assistant		Council Plan of966, 970
Scoutmaster 131		Counselors968, 1058
Explorer Scout 1104		Courts of Honor ...968, 982, 1060
of Green Bar Patrol 204		Encouraging972-974
Indian, Bibliography 1141		Examination977, 978
Indoor, Monthly522-546		Explorer Scout 1105
International 952		First Class ...969-984, 1015-1048
Leadership of Special ...137, 139		in General, Bibliography ... 1144
Local Council 939		Hiking and Camping ...972, 973
Monthly Scouting522-546		Incentive of Tradition ...976, 977
National 952		Leadership of Council Plan.. 966
Operated by Troop Leaders'		Leadership of Troop Plan.966, 967
Council194-196		Merit Badge1049-1061
Other, Bibliography 1144		Motives956-958
Outdoors, Monthly522-546		Preparation 974
Patrol 586		Principles of956-958
Pre-Opening of Troop		Procedure for Merit
Meeting 557		Badge1055-1061
Prepare Boy to Help Others		Procedure for Star, Life
Program 276		and Eagle Ranks....1066-1068
Regional 952		Processes of 968
Regional, National and In-		Program276, 955
ternational 950		Administration of964-966
and Requirements 31		Dangers of962, 964
Schedule of Seasonal 518		Program for Presentation
Sea Scout1112-1114		Awards982-984
Seasonal 512		Promotes Character Growth. 32
Senior Scout, Other ...1126-1130		Rate of, with Reference to
Social, of Older Boy 262		Tenure 256
of Scouting 30		Record Form 339
of Troop 512		Review979-982
and Troop Committee..... 153		of Rural Scouts 113
Troop Leaders' Council 195		of Scoutmaster 93
Values of Council 940		Scoutmaster Promotes 32
Year-Round 512		Sea Scout 1112
ACTIVITIES, OTHER939-952		Second Class ...969-984, 985-1014
(Chat 32)		Troop Plan966, 970-972
Additional Enrollment Form.. 341		and Uniform 288
Administration and Scout-		ADVANCEMENT, FIRST CLASS
master 138		AND SECOND CLASS ...969-984

INDEX—Volumes One and Two

	Page
ADVANCEMENT PROGRAM,	
THE (Chat 33).....	955-968
Adventure	24, 44
Boy Wants	40
Camping	703
Adventuring, Senior Scout ..	1086
Advertising in Troop Paper...	346
Affiliation with Outside Organ- ization	471
Age Requirements	
Scout Leaders	473
Scouts	472
Agricultural Experts	113
Alcohol	274
Alert Signal, Drill	361
Alexander, John L.	444
Alumni	
Activities	1118
Association	266, 404
Graduation Ceremony	1118
Organization	1119, 1120
Scout	1117-1120
Service	1118, 1119
America	
Scouting Comes to	18, 442
Oath and Law	449
American Red Cross	402
Animals, Bibliography	1146
Anniversary, Scout (See Boy Scout Week)	
Annual Meeting, First	448
Application	
for Badges	341
for Charter	82
for Membership—Form	340
Scouter Form	341
Apprentice, Rover	1121-1124
April Troop Program	535-536
Archery, Bibliography	1142
Arm Signal, Drill	361-365
Assistant Patrol Leader	133
Responsibilities, of, in Camp	716
Selection of	187
and Troop Leaders' Council.	192
Assistant Scoutmaster ..94, 118,	127
Approves Newspaper	346
and Commissary	729
Duties	128
Helps Keep Records	339
Requirements	127
Requirements Policy	498
Responsibilities of, in Camp	714
and Scout Advancement	138
Selected	53
and Training	94
Associate Scout	266, 474
Wears Official Uniform	295
Athletics	
Instruction in	402
Policy	474
Atmosphere, Building Right..	280
Attendance	
Chart	339

	Page
Attendance—Continued	
Checking Scouts	254
Graph	339
Keeping Records	139, 259
Report by Patrols	340
Securing	258
Attention, Drill	361
Audubon Society	402
August Troop Program	544-545
Autumn Potlatch	950
Auxiliary, Parents ..94, 302, 315, 383	
Avocation, Scouting an	121
Award	
Advancement	982-984
Scoutmaster's Key	438
Awards	
Achievement	1078
Distinguished Service	461
Eagle Scout Palm	1061-1068
"Future Farmers, for Scouts"	1076
Gold Honor Medal	1069
Gold Quill	1076
Merit Badge	1060, 1061
Requirements for Eagle	
Scout	1064, 1065
Requirements for Life Scout	1064
Requirements for Star	
Scout	1063, 1064
Scholarship	1072
Scout Organizer	1076
Special	1074
Training	437
Veterans of Foreign Wars..	1072
Wild Life Protection	1073
Axe, Proper Use of	1035, 1036

B

Backyard Camping—	
See Cubbing	409
Baden-Powell, Lord	15, 16, 17, 18
167, 248, 250, 284, 443	
444, 446, 454, 461	
563, 571-572, 861, 959, 1120	
Badge, Scout	455
Significance of	236
Teaching	239
Badges, Awards and Equip- ment, Committee on	448
Badges and Insignia ..292, 304-410	
(See also Merit Badges)	
Correct Position	307
How to Wear	305-310
Policies	475
Sea Scout	1111
Significance of	958, 959
Bands	
Organization	476
Policy	476
Sale of Service	477
Bee Line (Columbus) Hike ..664, 665	
"Be Prepared" ...26, 31, 63, 239, 398	
Applied to Cooking	742
Quiz	69

INDEX—Volumes One and Two

	Page		Page
Beard, Daniel Carter	17, 20, 45	Boy Scouts of America	
444, 446, 447, 452, 467, 949		(See also Scouting, Scout	
Beckman, E. W.	462	Program, Scout, etc.)	
Belt, Scout, Scouter	292	and Church Policy	480
Bibliography	1133-1150	and Commercialism ..	321, 482, 488
of Short Stories	370-372	History and Organization	
of Songs	374-376	(Chat 24)	441-468
Bicknell, E. P.	456	Incorporated	18-19, 442
Birds, Bibliography	1147	Membership Figures	468
Birth of Scouting	17	Policies (Chat 25)	469-501
Birthday, Scout	478	Purpose	23
Blackboard Recognition Plan..	352	Religious Policy	123-124
Blanks and Forms	340-341	Boy Scout Press Clubs....	1126-1128
Board		Boy Scout Program	
Advancement	343	(See also Boy Scouts of	
Bulletin	342	America, Scouting, Pro-	
Recognition	352	gram, Troop, etc.)	
Board of Review, Troop.....	970-972	Conflicts with no Religious	
Bonus Col. Peter S.....	20, 444, 445	Policy	480
446, 447		and Troop Committee	143
Book		Boy Scout Week	456, 466 952
Records	338	Activities	943
of Traditions	336	By-Laws	478, 942
Books (See also Bibliography,		Scouting	943
Reading Program)		Suggestions	944
Debates about	278	Wear Uniform	296
Influence of	277	Boyce, Wm. D.	18-20, 442, 447
Boone, Daniel	46	Boys	
Sons of	17	(See also Boy, Boy Leaders)	
BOY IN SCOUTING (Part V)		Do Things	124
227-280		and Scoutmaster	120
Boy		Training	201
(See also Boy Leaders, Scout)		Want to be Scouts	103
Bibliography	1135	Boys' Club	
Executed Program	507	Federation	402
His Attendance and Tenure		Starts Troop	50
(See Chat 16)		BOYS' LIFE	81, 203, 278
His Entry (See Chat 15)		320, 325, 328, 483, 452	
His Growth (See Chat 17)		and Troop Committee	153
the Holding	44	Braucher, H. S.	448
as an Individual	26	Breeches, Scout, Scouter	292
as a Member of Patrol.....	27	Brotherhood, Scout	479, 952
as a Member of Troop.....	27	Brownsea Island	17
Satisfying Expectations of..	44	Buddy Plan (Swimming) ..	822, 841
Values of Uniform	28, 288	Budget	
What He Wants (See Chat 4)	39	(See also Troop Budget Plan)	
What He Wants (Program).	509	System	92
Boy Leaders		Troop	55
(See also Troop Leaders' Coun-		and Uniform	301
cil, Senior Patrol Leader,		Bugler, Troop	136
Patrol Leader, Junior As-		BUILDING A NEW SCOUT	
stant Scoutmaster, etc.)		TROOP (Chat 5)	49-88
Let Them Lead	225	Building Character	42
Points of Training	201	Buildings	
Scoutmaster a Leader of ...	226	Policy	479
Training	170, 191, 200-208	Troop	331
Trusting	224	Bulletin, Troop	341
Boy Leadership	24	(See also Log, Paper)	
Developing	164	Bulletin Board	342
(See also Boy Leaders)		Bushido	17
		By-Laws of BSA	456

INDEX—Volumes One and Two

C

Page

Page

Camp	
Activities, Bibliography	1140
Afternoon Activities	843-49
Announcement of	809-812
and Assistant Scoutmaster	128
Breaking	860
Camp Fire	850-57
Camp Fire Circle	821
Chartered Troop Ideal	710
Commissary	820, 821
Cookery, Bibliography	1139
Cooking in	741
Council	709
Daily Program	832-860
Daily Schedule	836
Daily Troop Leaders' Council	834
Dealing with Reasons for	
Non-Attendance	812
Dish Water	820
Drinking Water	818
Elimination at	822
Evening Activities	849-860
Fees	812
Finances	717
Financing of	812
Fire Protection and Equip-	
ment	826
First Boy Scout	17
First Camp Fire	830
First Meals	830
Flag Ceremony	835
Games, Special Activities	843-48
Garbage	821
Green Bar Short Term	208
Health	814-822
Hours of Sleep	816
Illness, Report of	816
Independent Troop	706, 712
Inspection	837, 838
Inter-Troop	706
Inter-Troop vs. Independent	
Troop	708-709
Latrine Accommodations	822
Latrines, Location of	828
Medical Care	815
Morning Activities	839-842
Morning Dip	816
Newspaper	853
On Returning Home	862
Other Evening Activities	858
Patrol	212-215
Patrol Period	840
Patrol Sites	828
Physical Examination	815
Pitching	828
Preparation for	809, 811-812
Program, Plan in Advance	722-723
Promotion of Camp	809
Provisional Troop	711
Qualifications for Leader of	
Patrol	213
Refrigeration	820
Rest Period	842

Camp—Continued

Rest and Vitality	816
Safety	822-827
Sanitation, Bibliography	1139
Scoutcraft Period	839
and Scoutmaster Training	436
Semi-Provisional Troop	711
Set-Up	728
Setting up Exercise	816
Shelters, Bibliography	1139
Sites, Ownership of	480
Sleeping Equipment	817-818
Special Patrols, Duties of	831-834
Suggested Troop Equipment	728
Swim Period	848
Swimming Safety	822-823, 840-842
Swimming Water	819
Transportation	813-814
and Troop Committee	145
Troop Committee's	
Responsibility	812-813
and Troop Leaders' Council	195
Washing Water	819
Waterfront Period	840-842
Camp Fires	
Council	950
Games	853
on Hikes	646
In Camp	850-857
Leadership	851-852
Quiet Ending	816
Scoutmaster's Talk	830-831
Special	854-857
Suggestions	852-854
Suggestions, Bibliography	1142
Values of	850-851
Camping (See Long-Term Camp)	
Advanced, for Older Boy	261
Affects Tenure	256
Bibliography	1138
Clubs Cooperate	402
as a Game	948
and Hiking	972-973
in a New Troop	94
Objectives, Bibliography	1138
Opportunity for Scoutmaster	704
Short-Term (See Short-Term	
Camping)	
Technique, Bibliography	1138
Camping and Troop Commit-	
tee	155
Value to Boy	704-706
Camporals, Regional	952
Camporees	948
Candidate for Membership	
(See also New Boy, New	
Member, New Scout)	
(Chat 15, His Entry)	229-252
Becoming a Scout	235
Cub Graduate	416
Recruiting	232
Securing	232

INDEX—Volumes One and Two

	Page		Page
Candidates		Chart	
Interviewed by Troop Leaders' Council	195	Essential Elements in Program of Scouting	26
Canoe Race, Recognition Chart	352	Patrol Recognition Plan	351
Canoeing and Boating,		Records	339
Bibliography	1141	Visual Progress	351
Carlin, C. C.	455	Charter	
Carnival		Application	78, 81, 82
Ice	950	Federal	287, 454
Water	950	Obligations	52
Carson, Kit	46	Renewal and Troop Committee	154
Catholic Committee on Scouting	392	Troop	80
Cereals	740	Cheese	733
Ceremonies		Chief Scout	446
Advancement Investiture	927, 931-932	(See also Seton, Ernest Thompson)	
Camp Fire	852, 854	Chief Scout Citizen	20, 446
Circle of the Square Knot,		(See also Roosevelt, President Theodore)	
The	925	Chief Scout Executive	20, 448, 715
Circle Tenderfoot Investiture	922	(See also West, James E.)	
Closing	62, 67, 70, 71, 580, 583	and Cooking	730
Closing of Troop Meeting	580	Policy Letter	471, 474
Court of Honor	937-38	Chief Scout Woodsman	20, 446
Cub Graduation	418	Chief Scout of World	18
Developing New Ones	921	(See also Baden-Powell, Lord)	
First Class Investiture	929-930	Churches	
Flag, in Camp	835	(See also Institution, Religion, Reverence)	
Four-Square Ceremony, The	926	and Boy Scouts of America (Policy)	480
Graduation from Scouting	267	Catholic Cooperation	392
at Hikes	646	Important Agencies for Work with Boys	482
Installation	932-36	Jewish Cooperation	393
Light of Scouting, The	926	Latter Day Saints Cooperation	392
Opening, Troop Meeting	559	Majority of Scout Troops in Protestant Cooperation	393
Patrol Leader Investiture	87, 186	Scouting and	390
Principles Underlying	920	Sponsor Troops	50, 390
Scout Graduation	1118	Twelfth Scout Law	390, 471
Sea Scout	1110-1111	Circuses and Pageants	946
Second Class Investiture	928	Indian Pageantry and Ceremonies	946
Tenderfoot Investiture	87, 248, 255, 922-927	Motivate Troop Program	946
Troop Installation	86	Citizens, Group Starts Troop	50, 52
and Troop Meeting	552	Citizenship	
Types of	920	Aim of Scouting	25
Value	919	Best Kind	470
Certificate		Requirements (Policy)	498
for Heroism	1071	Training for	24, 44
Registration	80, 247	Civic Service	395
Transfer Credit	252, 341	(See also Good Turn)	
Chairman		Emergency	398
of Troop Committee	148	Occasional	397
of Troop Leaders' Council	192	Periodic	396
Character		Policies	398-400
(See also Chat 17, Good Turn)		Record	400
Aim of Scouting	25	Sea Scout	1114
Behavior	253	Service for Service	402
Building	26, 42, 253	Troop	395
By Practice	24		
Developed by Patrol Method	167		
Objective	25		
Scout Oath and Law			
Influence	38		

INDEX—Volumes One and Two

	Page		Page
Civic Service—Continued		Compass	1010-1012
Troop Program of	396	(2nd Cl. Requirement No. 10)	
and Uniform	288, 289, 296, 304	Games	887-890
Classification of Merit Badge		Competition (See also Contests)	
Subjects	1050, 1051	Operated by Troop Leaders'	
Cleaning Up After Hike	646, 647	Council	196
Cleanliness, Kitchen	758	Patrol	200, 348-354
Climbing the Ladder, Recognition Chart	351	Patrol Cooperation and	220
Closing Ceremonies		Competitive Events	574
62, 67, 70, 71, 580, 583		Conferences, Training	436, 458
Clothing for Hike	618	Congress, Protects Scout Uniform	287
Close Column of Patrols, Drill	364	Conservation	
Coaching the Boy	975-977	Hike	663
Coat, Scouter	292-293	State Commission on	401
Coffman, Dr. Lotus D.	387	Constitution of BSA	456
Collecting (See also Dues)		Contacts	
Dues	318	Pre-Graduation, for Cubs	416
Hike	650	with other Troops	940
Color Guard	76	Contests	
Commercialism		(See also Competition, Games)	
Policy (By-Laws)	321, 482	Competitive Events	574
and Uniform (By-Laws)	296	Cooperation	574
Commissary (See Camp)		Dramatization of Episode in Book	278
Hike	617	Knot Tying	62, 66, 69
List	747	Leadership of Games and	132, 139
Commission to Scoutmasters	124	Oath and Law Spell Down	66
Commissioned Troop Scouters	118	Observation	73
(See also Commissions)		Philosophy of	866
Commissions, Scouters and		and Point System	348, 350
Their	495-499	and Troop Meetings	552
Commissioner		in Troop Meetings	572-575
District (See District Commissioner)		Contract, Entering Troop	
Neighborhood (See Neighborhood Commissioners)		(Policy)	482
Committee		Cooking	
Badges, Awards and Equipment	448	Bibliography	1146
Finance	448	(See also Diet, Menus, Recipes, etc.)	
Group	404-406	in Camp	741
Hike	604	Clean	756
Pack	415	First Class Requirement	1029-1031
Permanent Organization	448	on Hikes	645, 646
on Relationships	471	by Patrols	752
Rover Crew	1120	Preparations for	743
Standardization of Oath and Law	448	Second Class	
Troop (See Troop Committee)		Requirement	1006-1007
Troop Meeting Room	140, 334	Terms	778-779
Committees, Temporary Boy		Training in	741
Establish for Troop		Troop	752
Use of	140	Troop Chart	745
Community		Coolers, Camp	755
Parades	950	Coolidge, Pres. Calvin	460
Relationships with	379-402	Cooperation	
(See Chat 21)		with Cubmaster	414, 416
Service	395	Church-Scout	392
(See also Civic Service)		in Contests	574
Companionship		of County Agents	113
Boy Wants	40	of Local Council	8, 53
Comparison between Troops	940	with National Movements	
		(Policy)	486
		of National Organizations	402
		New Troop with Old	90

INDEX—Volumes One and Two

	Page		Page
Cooperation—Continued		Cubs (See also Cub, Cubbing)	
of Parents	384	Better Prepared for Scouting than Non-Cubs	410
(See also Auxiliary)		Pregraduation Contacts	416
Patrol	220	Cups, Prize	353
School—Scout	387		
of State and Nation.....	401		
Troop—Crew	428		
Troop—Ship	424		
Corners, Patrol	219, 334		
Cornertooth Patrol	200		
Council			
Camp Fires	950		
Fire Period	575		
or "U" Formation, Drill ...	363		
Local (See Local Council, District Commissioner)			
Counselor (See Lone Scout Friend and Counselor)			
Merit Badge	1058		
County Agents	113		
Country Boys			
(See Rural Scouting)			
Courses, Training	436		
Court of Honor			
Candle Lighting Ceremony..	937		
Troop	970-972		
Craftsmanship			
Patrol Specialty	216		
Credentials for Use Abroad...	296		
Crew, Rover	427, 1120		
Cub (See also Cubs, Cubbing)			
Graduation Ceremony	413		
Registration and Transfer..	419		
Cubbers, Defined	495		
Cubbing			
(See Scout Group) ..	403-428, 463		
Backyard Camping	409		
Bibliography	1137		
Day-time Program	409		
Den Chief	413-414, 416		
Den Dads	414		
Den Mothers	414		
Den Organization of	411		
Different from Scouting...	408-409		
"Ging-Up" into Scouting..	416		
Home Centered	408		
Leadership	412-415		
Lone	404, 412		
Neighborhood Den	404, 412		
Outdoor Program	409		
Pack, Organization of	411		
Program	408-410		
Scoutmaster's Relation to..	408		
Cubmaster	412		
Cooperation with			
Scoutmaster	414, 416		
Den Chief and	414		
Cub Pack	404		
(See also Cubbing)			
Cub Program, No Trespass on Scouting	406, 408		
		D	
		Daily Good Turn	394
		(See Good Turn)	
		Debates About Books	278
		December Troop Programs .	528, 529
		Declaration of Meeting Room..	334
		Declaration of Religious Prin- ciple	470
		Deliveries of Food	754
		Democracy and Uniform	28, 288
		Demonstrations	
		on Hike	642-644
		Scoutercraft	88
		in Troop Meetings	550
		Den Chief (Cubbing)	
		Relation to Cubmaster	414
		Selection of	413
		Selection by Scoutmaster and Cubmaster	413
		Den Dads (Cubbing)	414
		As Pack Committeemen	415
		Den Mothers (Cubbing)	414
		Dens	
		Patrol	219
		Destination of Hike	642
		Diet (See also Food)	730, 732
		Discipline in Story Telling ...	368
		Discussion, Sea Scout	1111
		Dishes, Clean	756
		Dismissal, Drill	364
		District Commissioner	
		Helps Scoutmaster	8, 54
		and Troop Installation	86
		Distribution of Leadership...	136-140
		Divisions	
		Business	462
		Operations	462
		Personnel	462
		Program	462
		Divisional Organization	462
		Doctors	271, 272
		Dramatizations	
		of Episode in Book	278
		and Troop Meetings	552
		Drill, Scout	62, 360-365
		Alert Signal	361
		Arm Signals	362-365
		Close Column of Patrols ...	364
		Council or "U" Formation..	363
		Dismissal	364
		Formations	362-364
		Freezing	361
		Halt	365
		Informal Assembly	262
		Master, Junior Assistant Scoutmaster	132
		Military Drill Unlike	364

INDEX—Volumes One and Two

	Page
Drill—Continued	
Move Forward	365
Movements	365
Open Column of Patrols ...	364
Parallel File Formation ...	364
Signals	361
Single Rank Formation ...	362
Troop Circle Formation ...	364
and Troop Meetings...552, 562-564	
Turn Right or Left	365
Drum Corps	476-478
Dues (See also Finances)	
Amount to be Paid	314
Collecting	318
Record	339
Reported by Patrols	340
Duty to God	470

E

Eagle Scout	
Advancement Procedure.....1066-1068	
Award, Requirements for	
1064, 1065	
Palm Awards	1061-1068
Palm Awards, Require- ments for	1065, 1066
Rank	1061-1068
Service Requirement	1064
EARLY DAYS—PART II47-114	
Earning Money	301
Policy	322
Suggestions for Rural Scouts	
329, 330	
Suggestions for Troop	324
and Troop Committee	143
Eggs	738
Ehler, George W.	466
Elements of Diet	734
ELEMENTS OF SCOUTING,	
CHAT 3	25-38
Elements of Scouting, Bibliog- raphy	1133
Elements, Essential in Scouting	
26	
Enrollment, Additional, Form.	
341	
EPILOGUE	1131, 1132
Equipment (See also Property)	
Badges and Insignia	356
Chart for Hike	619
Flags	355
for Hike	618
Inventory	358
Keeping Records of	139, 357
Literature	356
Long-term Camping	726
at Meetings of New Troops	
59, 65, 68	
New Troop	95
Scoutcraft	355
Scoutmaster's	727
Short-Term Camping	684-686
Troop Camp	728
and Troop Committee	145
Wise Choice of	726

	Page
Esprit de Corps	57
Events, Local Council	948
Events for Sea Scouts.....1112-1114	
Examination	977, 978
Health	270
Medical	270
Merit Badge	1060
in Scout Requirements on	
Hikes	644
Tenderfoot	238, 245
Example, Scoutmaster's	279
Exchange for Uniforms	303
Executive Committee of Troop	
Leaders' Council	196
Exercise	272, 273
Exhibit, Scout	944
Expectations, Boy's	44
Expeditions, Explorer	1102
Experience Necessary for Pa- trol Hike or Camp Leader	
213, 214	
Experimentation, Hikes	644
Explorer (See also Senior	
Scouting)	
Activities	1104
Expeditions	1102
Hike	655, 656
Leader	426
Log	1104
Patrol in Troop	404, 426
PATROL IN TROOP, CHAT	
40	1101-1108
Scout Advancement	1105
Scout, First Honors as a	1106
Scout, Second Honors as a ..	1106
Scouting	426, 1101
Scouting, What Explorers Do	
Troop	426
Expositions, Fairs and	949

F

Fairs and Expositions	949
Family (See also Parents)....	113
Farm Boys (See Rural Scout- ing, Lone Scouting, Neigh- borhood Patrol)	
Father and Son Hike	386, 669
Fats	740
Features, Other	331-376
Features, Special, Bibliography	
1186	
February, Troop Programs..532, 533	
Federal	
Charter	287, 454
Incorporation	18, 19, 442
Feeding the Troop	729-808
Fees	
(See Camp)	
(See also Why the Registra- tion)	79
Registration	82, 246, 252
Registration, for Cubs	419
Registration of Troop in In- stitution (Policy)	494

INDEX—Volumes One and Two

	Page		Page
Fees—Continued		First Class Scout	
Registration and Troop		Merit Badges for	1052, 1053
Budget Plan	312	Senior Patrol Leader	129
Field III, Marshall	462	FIRST CLASS AND SECOND	
File and Drum Corps	476, 478	CLASS ADVANCEMENT,	
Fifty-Yard Swim, Requirement		CHAT 34	969-984
for First Class	1021-1023	First Meeting of New Scout-	
Finances		master	
(See also Budget, Camp,		with New Troop	58, 72
Dues, Earning Money,		with Old Troop	99
Financing, Troop		First World Jamboree	18
Budget Plan)		Fish	738
Committee on	448	Bibliography	1148
Dues Record Form	339	and Game Commission	401
Policy	488	Fisher, Admiral	13
and Troop Committee	144, 154	Fisher, George J.	462
FINANCING THE TROOP,		Five Year Training Program..	438
CHAT 19	311-330	Flag	
Financing		Bibliography	1144
Policy (See Commercialism)		Ceremony at Troop Meeting	
Uniform	298-303		561, 562
Finley, Dr. John H.	462	of the United States, Com-	
Fire Building		position and History. 76,	
Bibliography	1145	240-242	
Games	886, 887	Flags, Needed for Troop	355
Fire Department	401	Flowers, Bibliography	1148
Firearms (Policy)	500	Food	
Firemaking, Second Class.	1004-1006	Amount Needed by Boy	730
Fireplace, Altar	741	Classification of (See Groups)	
First Aid		Deliveries in Camp	754
Bibliography	1145	Groups	732
First Class Requirement. 1026-1029		Keeping in Camp	754
Hike	641, 666	List (See also Eight Day	
Games and Contests	876-878	Menus)	776-777
Instruction in	402	Necessary Elements	736
Patrol Specialty	216	Protection in Camp	754
Second Class Requirement. 990-992		Forestry Commission	401
First Class		Formations (See Drill)	
Badge (See also Badges and		Troop	562
Insignia)	456	Forms and Blanks	340, 341
Investiture Ceremony	929, 930	Forward March Drill	365
FIRST CLASS REQUIRE-		Fourteen Mile Hike	
MENTS, CHAT 36	1015-1048	First Class Requirement. 1042-1048	
Axe, Proper Use of	1035, 1036	Tradition	1045-1048
Cooking	1029-1031	"Freezing" (Signal), Drill	362
Fifty-Yard Swim	1021-1023	French, Stuart W.	467
First Aid	1026-1029	Friend and Counselor	108
Fourteen Mile Hike	1042-1048	Friendship, Handclasp of	69
Hiking	1042-1048	Friendships	940
Judging	1037-1040	Fruits	736
List of	1016-1018	Fund	
Mapping	1031-1034	Revolving	55, 316-318
Nature	1040-1042	Troop, for Uniforms	302
Practice of Scout Oath and		Future Farmers Award for	
Law	1048	Scouts	1076
Proper Use of Axe	1035, 1036	Future, Preparing for, Troop	
Scout Oath and Law, Prac-		Programs	522-546
tice of	1048		
Scout Insignia	1019, 1020		
Scout Service	1019, 1020		
Signaling	1024-1026		
Swimming	1021-1023		
Thrift	1024		

G

GAME OF SCOUTING,

CHAT 2	21-24
Game, Scouting is a	22, 24, 125
Game Books	356

INDEX—Volumes One and Two

	Page		Page
Games		Games—Continued	
Athletic (Policy)	474	Hunt the Orchid	652
in Camp	843-848, 853	Idol of Bulalonga	911
Crows and Cranes	59	Indian Hand Wrestling	905
Equipment for Troop Camp	728	Indian Leg Wrestling	906
Everybody Given Chance to		Inheritance, The	910
Play	866	Judging Games	890
Fill the Gap	67	Jump the Shot	892
for First Meeting	59	Kim's Game	881
Green Bar Patrol Instruc-		Knot	872-876
tion	205, 206	Knot Hoop Relay	874
and Instruction at Troop		Knot Relay	875
Meeting	591	Knot-Signals	880
Leadership and Junior As-		Knotting Circle	872
sistant Scoutmaster	130, 139	Knotting Contest	873
Nicknames	72	Leadership	867, 868
Purpose of	572	Leaf Matching	891
for Rural Boys	114	Leaking Packsack	882
for Second Meeting	67	Live Wire Accident	877
Seize the Bacon	73, 79	Lost Patrol Leaders	880
and Troop Meetings	552	Man Overboard	873
in Troop Meetings	570-572	Mayan Treasures, The	909
Under and Over Relay	67	Nature Games	890-892
Vary with Conditions	865	Newspaper Study	871
Games and Contests		Object Hunt	881
Antelope Race	904	Observation Games	880-884
Bandaging Relay	877	One Hand Knotting	876
Bee-Line Hike	664, 665	One-Legged Hand Wrestling	905
Bibliography	1143	Opium Smugglers, The	914
Black Sheep	894	Patrols as Teams	866
Bombing the Camp	885	Peddler, The	883
Border Scouting	902	Poison	892
Cannibal Rescue	874	Polar Expedition, The	911
Capture the Flag (Flag Raid-		Problem of Wounded Scouts	878
ing)	900	Pull Him Over	898
Chain Gang Race	874	Recreational	868, 892-918
"Champ Nit"	872	Robbed Camp	882
Classification of	868-870	Sacrifice to Bala, The	914
Cock Fighting	906	Safety First	890
Compass Change	888	Safety Games	890
Compass Facing	887	Save My Child	873
Compass Games	887-890	Scoutcraft	868
Compass Hike (See Chat 28)		Scout Law	870
Compass Relay	888	Scouts' Pace Games	884-886
Cr-r-rows and Cr-r-ranes	59	Scouts' Pace Relay	884
Do This—Do That	893	Scouts' Pace Window Race	886
Duel Contests	904	Seize the Bacon	900
Escaped Convicts, The	918	Signal Do-This-Do-That	878
Fight at the Stockade, The	918	Signal Games	878-880
Fill the Gap	67	Signal Relay	878
Fire Building Games	886, 887	Signal Touch	878
Fire by Flint and Steel Relay	887	Signal Tower Race	880
Fire by Friction Relay	887	Skin the Snake	908
First Aid	876-878	Slap Jack	906
Fish Net	898	Spud	895
Gems of Mustapha, The	911	String Burning	886
Hand Slap	906	Swat 'Em	896
Hare and Hounds	884	Tags	896
Haunted House	884	Take the Mat	897
Heads and Tails	898	Three Deep	894
Height Judging	890	Three Musketeers, The	914
on Hikes	644, 645	Tourniquet Relay	876

INDEX—Volumes One and Two

	Page		Page
Games—Continued		Handbook for Boys...	54, 59, 287, 432 448, 450, 474
Tracking and Observation Games	880-884	Handbook for Patrol Leaders	54, 73, 186, 203, 432
Treasure Hunts	656-658	Handbook for Scoutmasters ..	432
Tree Hunt	891	Handbook for Skippers	423
Tree Spotting	891	Handclasp, Scout	69, 246
Trip to Mars, The	915	Handicraft, Bibliography	1142
Under and Over Relay	904	Harding, Pres. Warren G.	460
Walking Statues	899	Hare and Hounds Hike.	641, 654, 655
Water Boiling	887	Hat, Scout, Scouter	292
What Is It	890	Hatchet, Knife and	1001-1003
Wide	868, 906-918	Head, Walter W.	461, 462, 467
Wide, Planning for	907, 908, 909	Headquarters, Patrol	219
GAMES, CONTESTS AND CEREMONIES, CHAT 31..	865-938	Health (See HIS GROWTH, CHAT 17)	
Gang, The		(See Camp)	814-827
Becomes the Patrol	162	Examination	270
The Boy and	40	Habits	274
and Patrol	27	History Form	815
What It is	162	Outdoor Program Promotes.	273
Gawtry, Lewis	467	Stomach Ache, Treatment for	824
Gilcraft	46	Hearst, Wm. R.	445
Book of Games	67	Hectograph	344
Girls	41	Hero-Worship, Boy Practices..	40
Joint Hikes with (Policy)..	490	High Adventure	44
Girl Scouts, Relationship to		Hike	
Boy Scouts	488	Announcements	620
GIVING THE BOY SCOUT-ING, CHAT 4	39-46	Assembly of Troop	624
God, Duty to	470	Clothing and Equipment ..	618
Gold Quill Award	1076	Commissary	617
Good Turn	77, 394	Committee	604
(See also Civic Service)		Defined	604
First National	18, 442	Equipment Chart	619
in the Home	386	Executing the	622
Good Turns	73	Father and Son	386
Patrol	216	Green Bar Patrol	207
Troop	96	How	616
Goodman, E. Urner	462	Ingredients	623
Graduation	267	Investigating Route	618
Cub Ceremony	418	Leadership and Assistant	
Scout Ceremony	1118	Scoutmaster	128
Grand Army Post	471, 472	Outline of Hikes with Pur- pose	609
Graph, Attendance	339	Out-Trip	624
Green Bar Patrol	200-208	Planning	604
Activities of	204	Qualifications for Leadership of Patrol	213
for Boy-Leader Training ..	200	Requisites	608
Hike	207	Suggestions	649-670
Meeting	205, 206	Time Schedule	620
Short-Term Camp	208	Troop's First	83
Ground Work in Organizing		Type of	606, 607
Troop	51-55	What	606
Group (See also Scout Group)		When	615, 616
of Citizens Start a Troop..	50, 51	Where	614
GROWTH OF THE SCOUT-MASTER, PART VIII ...	428-438	Working on Schedule	612
Gulick, Dr. Luther H.	444	Hikes	
Guns on Trips	823	with Girls (Policy)	490
		for a New Troop	94
H		Patrol	212
Habits, Health	274	Preparation for	84
Halt Drill	365	Who Plans	602
Hanmer, Lee F.	20, 444, 447		

INDEX—Volumes One and Two

	<i>Page</i>		<i>Page</i>
HIKING, CHAT 28	601-670	Hiking—Continued	
Activities on Out-Trip	633	Treasure Hunt	656-658
After the Hike	648	Visiting Troop Hike	669
Affects Tenure	256	Wide Games	664
and Camping	972, 973	Yelling and Singing	641, 642
Bee-line (Columbus) Hike.....	664, 665	HIS (BOY'S) ATTENDANCE	
Bibliography	1138	AND TENURE, CHAT 16.....	253-268
Camp Fire and Ceremonies ..	646	HIS (BOY'S) ENTRY,	
Clean-Up	646, 647	CHAT 15	229-252
Collecting Hike	650	HIS (BOY'S) GROWTH,	
Conservation Hike	663	CHAT 17	269-280
Contests and Games	644, 645	Historical Hike	649
Cooking	645, 646	HISTORY AND POLICIES,	
Courtesy	632	PART IX	439-501
Demonstration	642-644	HISTORY, CHAT 24	441-468
Destination	642	History of the BSA	442
Examination in Scout Re-		Hobbies, Merit Badges	1050
quirements	644	Holding the Boy	44
Experimentation	644	Home, Good Turn in	386
Explorer Hike	655, 656	Scouting and the	379-387
Father and Son Hike	669	Honor Medal for Life-Saving..	1069
First Aid	641, 666	By-Laws	1070
Formations	626, 627	Honor and Service Societies	
Games and Contests			1129, 1130
	637-640, 644, 645	Knights of Dunamis	1129
Hare and Hound Hike		Order of the Arrow	1129
	641, 654, 655	Senior Degree Honor Society	1130
Health	628-632	Hornaday, Dr. William T.	1073, 1074
Historical Hike	649	Honorary President, always	
Hunt the Orchid Hike	652, 654	President of the United	
Industrial Hike	659	States	20
Institutional Hike	659	Hoover, Pres. Herbert	460
Jack Knife Cookery Hike....	660	Hot Water	758
Long Distance Hike	659	How to Coach the Boy.....	975-977
"Lost Child" Hike	663, 664	Hoyt, John Sherman	467
Map Hike	665	How to Earn Money.....	301, 324-330
Mountain Climb Hike	660	How to Organize a Scout Troop	
Mystery Hike	668, 669	(See Chat 5)	49
Nature Lore Hike	650	Hunt the Orchid Hike	652, 654
North Pole Race Hike	664		
Old Timers' Hike	670		
Outdoor "Living"	645, 646		
Part of Natural Program ...	31		
Patriotic Pilgrimage	649		
Preparation in Scoutcraft.....	633-637		
Report on Hike	648		
Return Trip	648		
Reunion Hike	670		
Robinson Crusoe Hike	660-662		
Rovering Knights Hike	662, 663		
Safety on the Road	626		
Scoutcraft Obstacle Hike ...	668		
Sealed Orders Hike	668, 669		
Signal Hike	665, 666		
Singing and Yelling	641, 642		
"S.O.S." Hike	666		
Star Hike	652		
Starvation Hike	660-662		
Suggested Sample Troop			
Hikes	649-670		
Suggested Skeleton Troop			
Hike Programs	625		
Swimming Hike	660		

INDEX—Volumes One and Two

	<i>Page</i>
Inspection	560
Inspiration and Troop Meetings	552
Installation Ceremonies	982-936
Troop	84
Program	85
Institution	
Obligations Assumed by	52
Organization	32
Registration Fees (Policy) ..	49
Starts Troop	50
Institutional Hike	659
Instruction (See also Requirements)	
and Assistant Scoutmaster ..	128
and Games at Troop Meeting	591
Junior Assistant Scoutmaster	131
Mass	565
Scoutcraft	565
Inter-Patrol	
Competition	348-354
Competition and Cooperation	220
Quiz	66
Interest, Boy	44
International	
Activities	952
Organization	34
Interpretation of Scouting and Troop Committee	152
Interview, Merit Badge ...	1058, 1059
Intoxicating Liquor	
Policy	274, 500
Inventory	
Equipment	358
Membership	235
Investiture (See also Ceremonies)	
First Class	929-930
Second Class	928
Tenderfoot	922-927
"It's Fun To Be a Scout"....	73
J	
Jack Knife Cookery Hike.....	660
Jamboree	
Menus	748
National	467, 468
World	18, 458, 952
Jameson, A. A.	451
January Troop Program.....	530-531
Jenks, Jeremiah	448
Jewish Committee on Scouting	393
Joining Troop (See Chat 15, Candidate for Membership)	
Jones, Mark M.	462
Journalist	337
Judging	
First Class Requirement..	1037-1040
Games	890
July Troop Program	542-543
June Troop Program	540-541

	<i>Page</i>
Junior Assistant Scoutmaster	
Duties, Requirements	130
Leader of Games and Con- tests	868
Policy	499
and Special Activities	139
K	
Keeper	
of Log	340
of Records	340
Key	
Scouter's	438
Scoutmaster's	437-438
Kilpatrick, William	42, 164
"Kim's Game"	996
Kitchen	
Camp	758
Clean	756
Cleanliness	758
Knife	
and Axe, Bibliography	1145
and Hatchet (2nd Cl. Req. No. 6)	1001-1003
and Hatchet—Safety Rules ..	1002
Knights of Columbus	402
Knights of Dunamis	1129
Knots (Illustration)	49
Bibliography	1145
Knot-Tying	61, 62, 66, 74
"Champnit" Quiz	69
Games and Contests	872-876
Relay Race	66
Teaching	242-243
Knowledge, Boy Wants	40
L	
Labor Movement (Policy)	490
Lane, Joe	452
Latrine	
Location of, at Camp	828
Provision for, at Camp	822
Latter Day Saints Church	392
Law (See also Scout Law)	
Teaching	236-239
Laying Out Land	999
Leader (See also various offi- cers, and Boy Leaders, Lead- ership)	
Explorer	426
Scoutmaster Must Be a	126
Values of Uniform	290
Leaders	
Age Requirements	473
Religious Policy	123-124, 470
Responsibilities of, in Camp	714-716
Troop, Duties of	118
Leaders' Council	101
LEADERSHIP, PART III.	115-158

INDEX—Volumes One and Two

[illegible]

INDEX—Volumes One and Two

	<i>Page</i>
Meeting Room— <i>Continued</i>	
and Troop Committee	142, 152
When May be Used	333
MEETINGS, TROOP—	
CHAT 27	547-598
Meetings, Troop	
After the	584
Announcements	561
Before	555
Begins	590
Burlesque of Scoutmaster	587
Case that Should Be	588-589
Case that Should Not Be	587
Chart of Periods	595-598
Closing Ceremony	580-582
Closing Exercises	579
Contests	572-575
Council Fire Period	575
Demonstrations	550
Drills	562-564
and Games	570-572
How Planned	548
Ideas (Chart)	595-598
Ingredients	553
Inspection	560
Instruction	565, 566
Instruction and Games	591
Patrol Period	568-570
Patrol in Operation	590
Patrol Leaders Talk It Over	593
Pre-Opening Activities	557
Preparation	550
Programs	595-598
Purpose of	548
Roll Call	561
Scoutercraft Presentation	564
Skeleton Program	553
Scoutmaster's Three Minutes	758
Singing	575
Story Telling	576
Stunts	576, 598
Test of Good	585
Yells	576
Membership	
Application Form	246, 340
Inventory	235
Men's Club (See Institution)	
Mentally Awake	269, 275
Menus	
Planning	729-808
Commissary List	747
Developing	745
Eight Day	761-777
Jamboree	748-751
National Jamboree	748
and Recipes	758
Merit Badge	960-962
Advancement Procedure	1055-1060
Award	1060-1061
Classification	1050, 1051
Counselors	1058
Eagle Scout	1064, 1065
Examination	1060

	<i>Page</i>
Merit Badge— <i>Continued</i>	
Fields, Senior Scout	1090-1092
First Class Scouts	1052, 1053
Hobbies	1050
Interview	1058, 1059
Library	434
Life Scout	1064
and Older Boy	263
Physical Fitness	1050
Program (See Advancement)	
Reading	278
Rural Emphasis	113
Requirements for	1054, 1055
Review	1060
Scoutercraft	1050
Second Class Scouts	1053
Service	1050
Shows	944
Star Scout	1064
Vocational Exploration	1050, 1051
Who May Qualify for	1054
MERIT BADGE PROGRAM—	
STAR LIFE AND EAGLE	
RANKS—CHAT 37	1049-1068
Milk	733
Delivery	754
Military	
Drill	360
Policy	500
Mimeographing Troop Paper	344
Minute, Scoutmaster's	72
Mobilization	
and Emergency Service	398
Local	950
Parents	259
Troop	358-360
Types of	360
Money	
Earning (See Earning Money)	
Solicitation of, Policy	484
Monthly	
Scouting Activities	522-546
Troop Program	520
Activities for Each	519
Morally Straight	278
Morse Code	994
Mothers and Cooking	742
Motivate Troop Meetings	548
Motto (See Scout Motto)	
Mountain Climb Hike	660
Move Forward, Drill	365
Movement, Scout (See also Scouting)	
Values of Uniform	290
Movements, Drill	365
Murray, W. D.	20, 442, 447, 452, 456
Muscular Control	273
Mystery Hike	668, 669
N	
Name, Patrol	218
National Activities	952

INDEX—Volumes One and Two

	Page		Page
National Council (See also National Office)		Nodine, Ralph H.	
First Meeting	448	Tradition of Fourteen Mile Hike	1045-1048
Professional Scouters not Eligible	492	North Pole Race Hike	664
and Troop Committee	143	November	526-527
National Jamboree	467, 468	Number in Patrol	176
National Jamboree Menus	748	Nutshell, Scouting in a	24
National Movements			
Cooperate with	486	O	
National Office	448	Oak, Moral of Acorn and	15
First	442	Oath (See also Scout Oath)	
Purpose and Responsibilities	34	Teaching	238
and Troop	80	Oath and Law	
National Organizations		Committee on Standardiza- tion	448
Cooperate	402	Objective of Hikes	609
National Recreation Associa- tion	402	Objectives of Scouting	25-38
National Scout Commissioners		Summary for a Troop's First Year	94-95
	20, 446	Observation	995-998
National Training School	461	Contest	73
Nature		Games	880-884
Bibliography	1146	Window	998
First Class Requirement	1040-1042	October Troop Program	524-525
Games	890-892	Offices	
Lore Hike	650	Elective and Appointive	195
Nature Study		Officers	
Patrol Specialty	216	(See titles of different offi- cers, also Leader, Leaders, Leadership)	
Neckchief	249, 301	Patrol	182
Scout	292	Press Club	1127, 1128
Scouter	293	Official Uniform	
Slide	292	For Scouts and Scouters	292
Necktie, Scouter	292	Old Scouts Association	
Negative			404, 1117-1120
None in Scouting	23	Old Scoutmaster	
Neighborhood Commissioner		Attitude Towards	102
Helps Scoutmaster	8, 54	Old Timers	1117-1120
and Troop Installation	86	Hike	670
Neighborhood Den		Old Troop	
(See Cubbing)		Cooperate with New	90
Neighborhood Patrol	515	Forming Patrols	174
(See also Rural Scouting)		and New Scoutmaster	
Distinctive Need	8, 103-104	(Chat 7)	97-102
Leadership	106, 114	Starts New Troop	50
Meetings	106	Older Boy (See also Senior Scouting)	
Organization	104	Advanced Camping	261
Planning the Program		Extending Responsibility ...	262
	107, 112-114	Holding	260
in the Scout Group	404	Social Activities	262
Neill, C. P.	456	Open Column of Patrols, Drill.	364
New Boy (See Candidate)		Opening Ceremony	559
New Members (See Candidate)		Order of the Arrow	1129
New Scout (See Candidate)		Organization	
NEW SCOUTMASTER IN		Affiliation with (Policy) ...	471
ESTABLISHED TROOP—		Alumni	1119-1120
CHAT 7	97-102	Committee on	448
New Troop		Cub Pack	411
Building a (See Chat 5)	49	Divisional	462
Events in programming ...	517	(See also Cubbing)	
Forming Patrols	172	Forming Patrols	172-174
and Troop Committee	53		
Newspaper			
Camp	853		

INDEX—Volumes One and Two

	Page		Page
Organization—Continued		Paper, Troop—Continued	
Institutional, Local Council.	32	Contents	346
Lone Cubbing	412	How to Produce	344
Neighborhood Den	412	Parades	
Permanent, Committee on ..	448	Community	950
Principles	464	Policy	492
Regional	33, 458	Uniform and	297
of Scouting	32	Parallel File Formation, Drill.	364
Senior Scouting	422	Parent Institution (See also In-	
Troop, Yearly Objectives ...	94	stitution, Sponsoring Institu-	
Why Necessary	32	tion)	
of the Boy Scouts of Amer-		and Installation	85
ica (See Chat 24)		Parents (See also Home)	
of a New Troop (See Chat 5)	49	Auxiliary	94, 302, 315, 383
Rover	1120	Cooperation	384
ORGANIZATION IN RURAL		Entertainment Committee ..	140
AREAS—CHAT 8	103-114	Getting Cooperation of	259
Organizer, Scout	1076	and Health Examination ...	272
ORIGIN OF SCOUTING—		and Installation	85, 88
CHAT 1	15-20	Keeping Interest of	385
Origin		Meeting	380-383
of Scouting, Bibliography... 1133		Meeting, Program	381
of Scout Uniform	284	and Mobilization	358
Orwig, Preston G.	444	Night	946
OTHER ACHIEVEMENTS—		and Property	358
CHAT 38	1069-1082	of Rural Boys	358
OTHER ACTIVITIES—		Sign Application Blanks ...	65
CHAT 32	939-952	and Troop Committee	156
Other Activities		and Uniform	302
Bibliography	1144	Parent-Teachers Associations..	387
OTHER FEATURES—		Passport, Scout	296
CHAT 20	331-376	Patriotic Pilgrimage Hike	649
OTHER SENIOR SCOUTING		Patrol (See Part IV, See also	
ACTIVITIES—CHAT 42.1117-1130		Patrols, Patrol Leader, etc.)	
Outdoor		Activities	512
Activities and Junior Assist-		Camps (See Camp, Camping)	
ant Scoutmaster	131	Competition	220, 348-354
Living—Hikes	645, 646	Contest Chart	339
Monthly Activities	522-526	Corners	76, 219
Program, Cubbing	409	Cornertooth	200
Program, Sea Scout ...	1112-1114	Dramatization of Episode in	
Program and Troop Commit-		Books	278
tee	145, 155	Dramatizations	552
OUTDOOR ACTIVITIES—		Dues	219
PART XI	599-862	Duties, Special, in Camp..	831-834
Outing		Explorer	426
Three-Fourths of Scouting..	601	and Gang	162
Out-of-Doors	90	Good Turns	216
The Theatre of Scouting ...	31	Green Bar, and Senior Patrol	
Love of, Essential	125	Leader (See also Green Bar	
Outings, Patrol	215	Patrol)	200
Outside Bulletin Board	342	Guidance	139
		Headquarters	219
P		Hike and Camp Leadership..	214
Pack (See Cubbing)		Hike and Camp Program....	215
Pack Committeemen	415	Hikes and Camps	212
(See Den Dads)		Hikes (See Hikes)	
Pageants, Circuses and	946	and Individual Boy	26
Palm Awards for Eagle Scout		Installation Ceremony	933
	1065, 1066	in Operation at Troop Meet-	
Paper, Troop	341, 344	ing	590
(See also Log, Bulletin)		Kitchen	739
Advertising in	346		

INDEX—Volumes One and Two

	Page		Page
Patrol—Continued		Patrol Method—Continued	
Leader (See Patrol Leader)		Makes Scoutmaster More Ef-	
Meeting (See Patrol Meeting)		fective	166
Method (See Patrol Method)		Main Object	167
Name	219	Only One Method	161, 223
Neighborhood	104-107	Scoutmaster Makes It Work	226
Officers	182	Test of	170
Period in Troop Meeting ...	568	Three Phases	209
Quiz	66	Use from Start	57
Recognition of Accomplish-		Working the (See Chat 14)	
ment	222, 348	Patrols (See also Patrol, Patrol	
Recognition Plans	348	Leader, Patrol Method, etc.)	
Relay Race, Knot Tying ...	66	Admission of New Scouts...	195
Rover	1120	and Assistant Scoutmaster..	128
Sea Scout	428, 1109-1116	Composition of	175
Specialization	216	and Cooking	752
Spirit	165, 217, 218	Election of Patrol Leader ..	75
Standard Camporee	948	Formation of	172
and Troop Gatherings	223	Forming in New Troop	172
and Troop Program	514	Forming in Old Troop	174
Values of Uniform	289	Make Troop	164
Work	210	and Scout Membership	218
PATROL, EXPLORER, IN		Size	176
TROOP (CHAT 40)	1101-1108	and Troop Records	340
Patrol Leader	94, 132	and Uniform	218
(See also Chat 12)		in the Troop—Bibliography.	1135
Angles of Training	202	PATROLS AND THEIR	
Appointment of	186	LEADERS—CHAT 12	171-190
Appointment of Assistant..	187	PATROLS IN THE TROOP—	
(See Assistant Patrol		PART IV	159-226
Leader)		Permanency (See also Tenure)	
Determining Leadership		Insured by Patrol Method ..	166
Ability	181	Scout in Patrol	218
Duties	178	of Troop	49, 143, 284
Election of	75, 77	and Troop Committee ...	143, 153
Finding Him	179	Permanent Organization	
His Job	177	Committee on	448
Investiture	87	Permanent Wild Life Protec-	
Let Him Lead	225	tion Fund Awards	1073
Method of Training	204	Personal Contacts	434
Personality Problems	188	Personal Development	
Points of Training	201	Senior Scout	1096-1098
Promise	186	Personal Interviews	
Qualification for Hike Lead-		Scoutmaster and Scouts ...	585
ership	213	Personality	
Responsibilities of, in Camp.	716	Problems in Patrol	188
Selection of	183	Phillips, Roland	161
Scoutmaster a Leader of ...	226	Physicians	270-272
and Singing	373	Physical Development	
Term of Office	187	Instruction in	402
Trained by Scoutmaster ...	190	Physical Fitness Merit Badges	1050
and Troop Leadership	178	Physically Strong	270
and Troop Meetings	593	(See also Health)	
Trusting Him	224	Pilgrimages	950
Patrol Meeting	210	Pinchot, Gifford	20, 446
Green Bar	205	Planning Ahead for Troop	
PATROL METHOD—		Organization	56-58
CHAT 11	161-170	PLANNING A BALANCED	
Patrol Method ...	125, 126, 513, 568	PROGRAM—CHAT 26	506-546
Affects Tenure	256	Pledge of Allegiance	63
How to Recognize	167	"Point for Everyone"	351
Insures Permanency	166	Point System (Patrol Competi-	
		tion)	348-351

INDEX—Volumes One and Two

	Page	Policies—Continued	Page
POLICIES—CHAT 25	469-501	Scoutmaster Gives Voluntary Service	494
Policies		Scoutmaster's Requirements	124, 496
Adherence to Scout Oath and Law	470	Senior Patrol Leader	499
Advertising	346	Smoking and Intoxicating Liquor	500
Affiliation of Scouts with Outside Organizations	471	Solicitation of Money or Sale of Tags and Ticket Sales	484
Age Requirement, Scouts	472	Technical Military Training and Use of Firearms.....	500
Age Requirement, Scoutmasters and other Scout Officials	473	Tips	501
Assistant Scoutmaster	498	Transference of Badges and Insignia to Others	475
Associate Scouts	474	Troop Committee Approves Recommendation for Troop Scouters	498
Athletics	474	Troop Committee and Scoutmaster	142
Badges and Insignia	475	Warrant Officers	499
Bands	476	Weekend Hikes and Camps	615-616
Boy Scout Week	478	Potatoes	756
Buildings for Scouts	331-332, 479	Pote, H. F.	462
Church and Boy Scouts of America	480	Poultry	738
Citizenship Requirements for Scouters	498	Practice—Builds Character	43
Civic Service	398-400	Pratt, George D.	20, 444, 447, 451
Commercialism	296, 321, 482-487	Preachment	27
Commissioned Scouters	118, 495	Preparation for Advancement	974
Cooperate with National Movements	486	for Merit Badge Advancement	1056-1060
Credentials Abroad	296	Preparedness	
Cub Camping	409	Finances	311
Cubbing, No Trespass on Scouting	406, 408	Presbrey, Frank	20, 447, 448, 460
Declaration of Religious Principles	470	Presentation (See also Instruction)	
Finances	488	Who Makes	566
Firearms	500	Presidents,	
Girl Scouts, Relationship of Boy Scouts to	488	Boy Scouts of America....	20, 460
Hikes, Joint	490	Honorary	460
Insignia	475	Press Agents	348
and Institution	142	Press Clubs	1126-1128
Intoxicating Liquor	500	Activities	1128
Junior Assistant Scoutmaster	499	Junior Assistant Scoutmaster	132
Labor Movement	490	Officers	1127, 1128
Loyalty	490	Printed Page, The	432
National Council Approves Local Council Recommendations for Commissions... ..	496	Prizes, Policy	353
Participation in Public Functions and Parades	492	Procedure	
Political Questions	492	Merit Badge Advancement	1055, 1061
Prizes	353	Star, Life and Eagle Advancement	1066-1068
Professional Scouters Not Eligible in National Council	492	Professional Scouters	
Registration Fees of Troops Organized in Institutions	312, 494	Not Eligible to National Council (Policy)	492
Religious	123, 124, 470, 480	Program	
Sale of Services (Bands)...	477	Affects Tenure	256
Sale of Tags	484	Building	1138
Scout Commissioners Not Paid	404	Daily, in Camp	832-860
Scouters, Commissioned	495-499	Definite, Important	90
		Early Meetings of New Troop	58-78

INDEX—Volumes One and Two

	Page		Page
Program—Continued		Q	
Five Year Progressive Training	438	Qualifications	
Green Bar Patrol (See Green Bar Patrol)		Rover Apprentice	1121-1124
Interesting, Promotes Tenure	254	Rover Squire	1121-1124
Lone Scout Tribe	111	Qualities of a Good Reviewing Method	980-982
Patrol Outings	215	Quartermaster	
Presentation of Awards	982-984	Junior Assistant	
Sea Scout Outdoor	1112-1114	Scoutmaster	132
Schedule for Hike	612	Property	139
Service	396	Troop	134
of Scouting (See Game of Scouting, Chat 2)		Quiz	
Skeleton of Troop Meeting..	553	Champknit Knot-Tying	69
for Troop Leaders' Council Meeting	199	Inter-Patrol	66
Troop Meeting (Chart) ...	595-598	Oath and Law	66
PROGRAM BUILDING—		Reading	
PART X	505-598	(See also Bibliography)	
Program, Troop		In Camp	842, 853
and Assistant Scoutmaster..	138	Merit Badge	278
Balanced	508, 510	Reading Program	
Boy Planned	521	(See also Story Telling)...	276-278
Fundamental Consideration.	508	Statement by Dr. West	276
and Leaders' Council	516	Recipes	780-808
Monthly	520	and Menus	758
Outdoors	602	Tips	778
and Patrol	223	Recognition	
Planning	514	of Achievement	32
Resume of Building	546	Charts	351-352
Steps in Making	515	of Patrol	
in Troop Leaders' Council..	101	Accomplishment	222, 348
What Boy Wants	509	Patrol Plans for	348
What Constitutes	510	Policy	353
Yearly Objective, Summary	94	Trophies	352
Yearly	518-520	Record (See also Troop Records)	
Prologue	13	Attendance	259, 339
Promise (See also Scout Oath)	60	Chart ..	339
Patrol Leader's	186	Dues	339
Proper Use of Axe (1st Cl. Requirement)	1035-1036	Individual Scout	338
Property (See also Equipment)		Keeping Financial	319
Keeping Records of	139, 357	and Scribe	139
Marking	358	Recreation	
and Quartermaster	139	and Troop Meetings	552
and Troop Committee	144, 155	Recreational Games	892-918
Troop, What Needed	354-356	Recruiting	
Protein	738	(See also Candidate)	
Protestant Committee on Scouting	393	New Boys	232
Public Functions		Rededication to Scouting	479
Participation (Policy)	492	Refrigeration in Camp	754, 755
Publicity, Troop	347	Regional Activities	952
Bibliography	1136	Regional, National and International Activities	950
Punctuality		Regional Organization	33, 458
Meals	759	Registration	
Purpose		Blanks and Fees	64, 246
on Hikes	606	Certificates	80, 247
of Review	980	Cub	419
of Scouting	24	Essential	79
in Troop Meetings	550	Fee	62, 76, 82, 246
in Troop Program	510	Fees and Troop Budget Plan	312
		Fees of Troops in Institutions	494

INDEX—Volumes One and Two

	Page		Page
Registration—Continued		Requirements—Continued	
No Privileges Until		Scout Examination on Hikes	644
Completed	246	Second Class	986
Plan	453	Senior Scout Title	1092-1094
of Troop	78	Silver Palm Awards	1065, 1066
Why the	79	Star Scout	1063, 1064
Regulations of National		Tenderfoot Scoutmaster	
Council and Troop		Examines	244
Committee	143	Requisites of Hike	608
Reinstatement	250-252	Re-registration	95
Rejoining Troop	250-252	Resignation of Scoutmaster...	156
RELATIONSHIPS—		Responsibility	
PART VII	377-428	Extending Older Boy	262
RELATIONSHIPS WITH THE		Trust Patrol Leader	224
COMMUNITY, CHAT 21 ..	379-402	Responsibilities	
Relationships		Distribution of	136
Bibliography	1137	Senior Scout	1088
Committee on	471, 472	Results	336
Relay Race, Knot Tying	66	Resume of Troop Program	
Relays, Under and Over	67	Building	546
Religion		Reunion Hike	670
(See also Church, Churches,		Reverence (See Religion)	
Religious, Twelfth Scout		Review	979-982
Law)	470	Merit Badge	1060
and Scout Leaders	123-124	Purpose of	980
Religious		Revolving Fund	55, 314, 316
Obligations of Scout		and Troop Committee	154
Leaders	123-124	Riis, Jacob A.	444
Policy	123, 124, 470	RISE OF TROOP—CHAT 6 ..	89-96
Policy, Weekend Hikes and		Robinson Crusoe Hike	660-662
Camps	615-616	Robinson, E. M.	20, 442, 444, 447
Policy and Principle	470	Rockefeller Foundation	463, 464
Reorganization		Rocks and Minerals,	
Patrols in Old Troop	174	Bibliography	1149
of Troop Leadership	101	Roll Call, Troop	561
Repertoire of Songs	374	Romance of Scouting	46
Reptiles, Bibliography	1148	Uniform a Part	28
REQUIREMENTS, FIRST		Room, Meeting	
CLASS—CHAT 36	1015-1048	(See Meeting Room)	
REQUIREMENTS, SECOND		Roosevelt, President Franklin	
CLASS—CHAT 35	985-1014	D.	452, 460
Requirements		Roosevelt, Col. Theodore ..	462, 467
(See also Tenderfoot		Roosevelt, President	
Requirements)		Theodore	20, 446
Activities of Scouting	31	Rope Spinning, Bibliography..	1142
Bronze Palm Awards ..	1065, 1066	Round Table Discussions	435
Each Member Meets	56	Route for Hike	618
Eagle Scout	1064, 1065	Rover	
Eagle Scout Palm		Activities	1125, 1126
Awards	1065, 1066	Admission as a	1122-1124
First Class	1016-1018	Apprentice	1121-1124
Gold Palm Awards	1065, 1066	Crew	427, 1120
Help Boy to Help Others ...	31	Crew Committee	1120
Interpretation of		Leader	1120
Tenderfoot	236	Mate	1120
Life Scout	1064	Organization	1120
Merit Badges	1054, 1055	Patrol	1120
No Exception to	1081	Scout Requirements	1121
for Patrol Leader for Camp..	213	Scouting	426-428, 1120-1126
for Patrol Leader for Hike..	213	Scouting, Bibliography	1150
Rover Scout	1121	Scouting, Cooperation	
Rover Squire	1121-1124	between Troop and Crew..	428
Scout	959-960	Squire	1121-1124

INDEX—Volumes One and Two

	Page		Page
Rovering Knights Hike	662, 663	Schuck, A. A.	462
Rovers, What They Do....	1125, 1126	Scout (See also Scouting, etc.)	
Rules and Regulations and		Advancement (see Advance-	
Troop Committee	152	ment, Scout)	956
RURAL AREAS.		Advancement and Assistant	
ORGANIZATION IN—		Scoutmaster	138
CHAT 8	103-114	Alumni for Troop	1117-1120
Rural		Associate (See Associate	
Communities Forming Troop	52	Scout)	266
Scout Organization	104	Badge	239, 455
Sponsorship of Troop	52	Becoming a	235
Rural Scouting		Circus	947
(See also Lone Scout, Lone		As Den Chief	413
Scouting, Neighborhood		Drill	62, 360, 364
Patrol, Rural Tribe)		Earns Money	301
Advancement Emphasis	113	Group (See Scout Group)	
Agricultural Experts	113	Handclasp	69, 246
County Agents	113	Health (See Health)	
Earning Money	329, 330	Insignia, Requirement for	
Meeting Places	106, 111	First Class	1019, 1020
Organization	103-114	Law (See Scout Law)	
Programming	112-114	Motto	26, 63, 69, 239, 398
Russell, Dean Emeritus	24	Teaching	239
Russell Sage Foundation	444	Movement (See also Scouting)	
		Movement (Values of Uni-	
		form to)	290
		Program (See ELEMENTS OF	
		SCOUTING, CHAT 3)	
		Program (See GAME OF	
		SCOUTING, CHAT 2)	
		Promise (See also Scout	
		Oath)	60
		Record, Individual	338
		Requirements (See also Re-	
		quirements, Scout)	959-960
		Requirements (Examination	
		on Hikes	644
		Requirements and Assistant	
		Scoutmaster	128
		Salute, Teaching	239
		Sign	61
		Sign, Teaching	239
		Tenderfoot (See Tenderfoot	
		Scout)	
		Troop (See Troop)	
		Values of Uniform	288-291
		What It Means to a Boy....	45
		Yells	63
		Scout-O-Rama	946
		Scout's Pace (2nd Cl. Req.	
		No. 5)	998-1001
		Games	884, 886
		Scout Executive Helps Scout-	
		Master	8, 54
		SCOUT GROUP: CURBING,	
		SCOUTING AND SENIOR	
		SCOUTING, CHAT 22 ...	403-423
		Bibliography	1137
		Committee	404-406
		"Committee on Scouting".	404-406
		Cubbing in the (See Cubbing)	
			408-419
S			
Safety (2nd Cl. Req. No. 11)	1012-1013		
Camp Transportation	814		
Fire	826		
Guns	823, 890		
Patrols	397		
Troop Meeting Rooms	332		
Waterfront in Camp	840-842		
Sale			
of Services of Bands	477		
of Tags (Policy)	332, 484		
Salute			
Teaching Scout	239		
Sample			
Troop Hikes	649-670		
Sanitation			
Troop Meeting Rooms	332		
Satisfying Boy's Expectation..	44		
Savings Banks for Uniforms..	302		
Schedule for Hike	612		
Schiff, Mortimer L.	20, 447, 448		
	453, 464		
Schiff, Mrs. Jacob	464		
Schiff Scout Reservation	464		
Scholarship Awards	1072		
Scholarship, Veterans of For-			
eign Wars	1072		
School (See also Institution)			
Helped by Troop	388		
Helps to Scouting	388		
Starts Troop	50		
Schools			
Parent-Teacher Association .	387		
Scouting and	387-390		

INDEX—Volumes One and Two

	<i>Page</i>
Scout Group—Continued	
Long-Span Program of ...	406-408
Senior Scouting in the (See also Senior Scouting)...	420-428
The Troop in the	403-406
Scout Law	
American	449
Discussion by James E. West	34-38
Monthly Emphasis	518
Must be given in full	236
Teaching	70, 73, 236
Scout Oath	36, 60, 278, 449
Scout Oath and Law	36, 245, 470
(2nd Class Requirement, No. 12)	1013-1014
American	449
Living them	77
Practice of, First Class Re- quirements	1048
Teaching	238
and Troop Meetings	552
Upheld by Patrols	223
Scout, Official Uniform	292
(See also Uniform)	
Scout Service Requirement, First Class	1019, 1020
Scout, The Unknown	18
Scoutcraft	
Bibliography	1144
in Camp	839
Equipment	355
Equipment for Troop Camp.	728
Merit Badges	1050
Obstacle Hike	668
Presentation at Troop Meet- ing	564
Scouters	
(See also Leaders, Leader- ship and different offices)	
Commissioned (Policy)	495
and Cubbers Defined	495
Key	438
Official Uniform	292
When Wear Uniform	297
SCOUTING (magazine)	
	203, 432, 479
SCOUTING, PART I	13-46
Scouting	511
(See Scout Group)	402-428
Aim	253
Around the World	17
Bibliography	1133
Birth of	17
for Boys	17, 248, 446
and Church	390-394
Comes to America	18
Elements of (Chat 3)	25-38
Enjoyment—Uniform	288
Explorer	426, 1101
as a Game	22
Game of (Chat 2)	21-24

	<i>Page</i>
Scouting—Continued	
Giving the Boy (Chat 4)...	39-46
Helped by Cubbing	410
and the Home	379-387
Interpretation and Troop Committee	152
Is Outing	601
Monthly Activities	522-546
Origin of (See Chat 1)....	15-20
Program (See Scout Program)	
Purpose	26
Rover	426-428, 1120-1126
and Schools	387-390
Scoutmaster's Talk on	59, 88
and the State	394
Sea	422-425
Senior (See Senior Scouting)	
Senior, Bibliography	1137
Sources of	16-17
Spirit, Stimulated by Uni- form	28
The Boy in (See Part V)...	227-280
What It Is	59
Scoutmaster	
(See also Leadership)	
Advancement	93
Age Required	473
Assistant (See Assistant Scoutmaster)	
Benediction	71
in Church Troop	392
Commissioned	124
Contact with Scouts and Tenure	257
Cooperation with Cubmaster	414, 416
Direct Contact with Boy ...	151
Duties	124
Equipment for Camp	727
Examines Tenderfoot (By-Laws)	244
Example Important	279
Example in Uniform	298
First Talk to Troop	59
Get Training First	98
Gets Boys to Do Things ...	124
Gives His Best	120
Gives Volunteer Service (Policy)	494
Growth of the (See Part VIII)	429-438
Importance of	118
Key	437
Leader of Boy Leaders ...	226
More Effective by Patrol Method	166
Most Important Task	190
Must Be Trained	29
of Neighborhood Patrol ...	106
and New Candidate	229

INDEX—Volumes One and Two

	Page		Page
Scoutmaster—Continued		Sea Scout—Continued	
New, in an Established Troop (See Chat 7)	97-102	Ceremonies	1110, 1111
and Patrol Leader	226	Civic Service	1114
Patrol Method	126	Discussion	1111
Personal Contact with Boys ..	67	Mate	424
Presents Opportunity for Ser- vice to Troop Committee..	150	Outstanding Events	1112-1114
Qualifications	119	Patrol, in Troop	404, 423
and Reading Program	277	PATROL IN THE TROOP, CHAT 41	1109-1116
Relation to Cubbing	408	Ship	404, 424
Religious Obligations	123-124	Ship Meeting	1109, 1110
Requirements for	122, 496	Social Program	1114, 1115
Resignation and Troop Com- mittee	156	Uniform	1115, 1116
Responsibilities	124, 138	Sea Scouting	422-425
Responsibilities of, in Camp	714	Bibliography	1149
Results of Leadership	121	Cooperation Between Ship and Troop	424
Selected	53	From Sea Scout Patrol to Ship	424
Selected by Troop Committee	142	Handbook for Skippers	423
and Singing	372	Sea Scout Manual	423
and Smoking and Intoxicat- ing Liquor	274	Sealed Orders Hike	668, 669
and Story Telling (See also Story Telling)	366	Seasonal Activities	512
Technical Expert	142	Second Class	
Ten Essentials	125	Investiture Ceremony	928
Three Minutes	578	Requirements (Chat 35) ..	985-1014
Training	29, 53, 431-438	Requirements, Listed	986
Trains Patrol Leaders ...	190, 202	Requirements	
and Troop Committee	142	No. 1	988-990
and Troop Leader's Council.	193	No. 2	990-992
and Troop Paper	346	No. 3	993-995
Value of Uniform	287-290	No. 4	995-998
		No. 5	998-1001
		No. 6	1001-1003
		No. 7	1004-1006
		No. 8	1006-1007
		No. 9	1008-1009
		No. 10	1010-1012
		No. 11	1012-1013
		No. 12	1013-1014
Scoutmastership		Second Class Scouts	
(See also Scoutmaster)		Merit Badges for	1053
Requirements for	122	SECOND CLASS AND FIRST CLASS ADVANCEMENT, CHAT 34	969-984
Rewards of	121	Selecting Scoutmaster and Assistants	53, 142
Ten Essentials	125	Senior Degree Honor Society..	1130
SCOUTMASTERSHIP TRAIN- ING—CHAT 23	431-438	Senior Patrol Leader	94
Scouts		Duties	129
(See also Boys, Scout, etc.)		Helps Keep Records	339
Achievement	1078	Policy	499
Age Requirements	472	Requirements	129
Associate	474	Responsibilities of, in Camp.	715
and Scouters	471	SENIOR SCOUTING ACTIVI- TIES, OTHER, CHAT 42	1117-1130
Senior	420	Senior Scout Activities, Other.	1126
Veteran (See Veteran Scouts)	264	Senior Scout	
When Wear Uniform	296	Advanced Camping	1087
Scribe	63, 65, 94, 133, 340	Adventuring	1086
Duties of in Connection with Camp	716	Merit Badge Fields	1090
Duties of Troop	133		
Keeps Records	333		
Keeps Log	336		
Records	139		
Sea Scout			
Activities	1112-1114		
Advancement	1112		
Badges	1111		

INDEX—Volumes One and Two

	Page		Page
Senior Scout— <i>Continued</i>		Short Term Camping— <i>Continued</i>	
Merit Badge Program	1090	Evening Activities	692
Personal Development ..1096-1098		Forenoon Activities	696
Program Changes	1086	Games	692
Service to the Troop1098-1100		Ideal Camp Site	680
Social Activities	1088	Importance of	671
Special Responsibilities	1088	Ingredients of	688
Titles, Requirements for.1092-1094		Investigating the Camp Site	686
Titles	1091-1092	Making the Announcements.	688
Titles, Acquiring	1094-1095	Morning in Camp	696
Titles, Scoutmasters Part in		Noon Meal	698
Acquiring	1096	On the Road	689
SENIOR SCOUT ACTIVI-		Plans for	676
TIES, PART XIV	1083-1100	Preparing for	672
SENIOR SCOUT IN THE		Scoutmaster's Part	699
TROOP, CHAT 39	1085-1100	Sleeping in Camp	694
Senior Scouting		Suggested Schedule	678
Bibliography	1137	Suggested Patrol Equipment	685
Activities, Bibliography ...	1149	Suggested Personal Equip-	
(See also Older Boy) (See		ment	684
Scout Group)	420-428	Tent Inspection	694
Basic Consideration	421, 464	Tents	672
Sea Scouting	422	Training	675
In Troop	263, 420	Training the Patrol Leaders	675
September		Troop Assembly	688
Troop Program	522-523	Working Out the Schedule..	679
Service	990	Shorts, Scout, Scouter	292
Alumni	1118, 1119	Shows	
Civic (See Civic Service)		Arrangements for Merit	
Community	395	Badge	944
and Honor Societies...1129, 1130		Merit Badge	944
Merit Badges	1050	Winter	950
Opportunity for	150	Sign, Scout Teaching	239
Patrol and Troop Meeting..	584	Signal Games	878-880
Requirement for Eagle Scout	1064	Signal Hikes	665, 666
Requirement, First Class		Signaling (2nd Cl. Req. No. 3)	
1019, 1020		993-995	
Requirement, Life Scout	1064	Bibliography	1145
Requirement, Star Scout....	1063	First Class Requirements	
for Service	402	1024-1026	
to the Troop, Senior Scout		Patrol Specialty	216
1098-1100		Signals (See also Drill)	
and Uniform	288	Arm	362
Service Library	433	Silver Jubilee	466
Seton, Ernest Thompson		Silver Palm Awards	
17, 20, 444, 446, 447		Requirements for	1065, 1066
Ship Meeting	1109, 1110	Singing	372-376
Ship, Sea Scout	424	Bibliography	1136
Shirt, Scout, Scouter	292	Bibliography of Songs	374-376
Shoes, Scout, Scouter	292	Choosing Songs	373
SHORT TERM CAMPING,		Leader	372
CHAT 29	671-702	Value	372
Short Term Camping		and Yelling on Hikes	641, 642
Arrival on Camp Site	690	Singing in Troop Meetings..	575
Boys' Game	691	Single Rank Formation	
Breaking Camp	698	Drill	363
Camp Fire	693	Size of Patrols	176
Checking Over the Set-Up..	692	Skills	
Committee, Short Term		Recognition of	32
Camp	676	Skippers, Handbook for	423
Discussion After Short-Term		"Slower" Boys	72
Camp	699	Smoking	274
		Policy	500

INDEX—Volumes One and Two

	Page		Page
Social: Activities		Stars	
of Older Boy	262	Bibliography	1149
Activities, Senior Scout.....	1088	Start	
Program of Rural Scouts...	113	Small for New Troop	56
Socials		Starvation Hike	660-662
Sea Scout	1114, 1115	State	
Societies		Commissioner on Conserva-	
Honor and Service	1129, 1130	tion	401
Soliciting Funds and Uniform	297	Scouting and the	394
Solicitation of Money		Stewart, Edward S.	442
By Laws	322	Stockings	
Policy	384	Scout, Scouter	292
Songs		Stories	
(See also Singing)		Bibliography	370-372
Bibliography of	374-376	(See also Story Telling)	
Camp Fire	853	Storrow, James J.	453, 460
"Songs Scouts Sing"	373	Story Telling	277, 366-372
Sons of Daniel Boone	17	Bibliography	1136
"S.O.S." Hike	666	General Directions	368
Spartans	17	Guiding the Story	367
Special		How to Do It	368
Activities and Jr. Assistant		Preparation of Story	367
Scoutmaster	139	Selection of Story	367
Activities and Monthly		Story is the Thing	366
Program	522-546	at Troop Meetings	576
Awards	1074	Stradivari	120
Features, Bibliography	1136	Streamer for Flag	353
Training	436	Stunts	
SPECIAL FEATURES,		at Troop Meetings	576
PART VI	281-376	for Troop Meetings	598
Spirit		Sunburn	824
Developing Patrol	218	Sweets	740
Patrol	217	Swimming	
Troop	210	Afternoon Period in Camp	
Sponsoring Institution		Bibliography	1140, 1146
(See also Institution)	52	Hike	660
and Finance	317	Life Boats and Guards at	
and Troop Committee	148	Camp	822
Troop Meeting Room	333	Physical Examination for...	822
Squire, Rover	1121-1124	Requirement for First Class	
State		1021-1023	
Uniform Not Worn On.....	297	Safety Measures at Camp	
Standard Camporee Patrol ...	948	822, 823, 840-842	
Standards		Sinus or Ear Trouble	823
Kept High	32	Visitors, at Camp	823
Leaders of Character	28	System	
STAR, LIFE AND EAGLE		Troop Budget	92
RANKS—THE MERIT		(See Troop Budget Plan)	
BADGE PROGRAM,			
CHAT 37	1049-1068		
Star, Life and Eagle Scout Rank			
Eagle Scout Palm Awards			
1061-1068			
Star, Life and Eagle Rank			
Who May Qualify?	1062		
Star Scout			
Award, Requirement for			
1063, 1064			
Advancement Procedure for			
1066-1068			
Service Requirement	1063		
Star Hike	652		
Starch	732		

T

Table of Monthly Activities..	522-546
Table of Weights and Measures	778
Taft, President	20, 446, 448, 460
Talk, Scoutmaster's	59, 72, 88
Taps	77
Technical Military Training,	
Policy	500
Ten Essentials of Scoutmaster-	
ship	125
Tenderfoot	
Investiture	248, 922-927
Investiture and Uniform ...	300

INDEX—Volumes One and Two

	Page		Page
Tenderfoot Scout (See also Candidate)		Training	
Tenderfoot Requirements	64, 66, 236-246	Awards	437
Each Member Meets	56	Boys for Troop Camping	712
Examination	238	Camp	436
Explained	62	Conferences	436, 458
In Full	237	in Cooking	742
No. 1	236-239	Courses	436
No. 2	240-242	Course for Scoutmasters	53, 94
No. 3	242-244	Essential to Scout Leader- ship	29
Preparation	238	Five Year Progressive Train- ing Program	438
Reviews	70	Important Points for Boy Leaders	201
for "Slower" Boy	72	Informal	435
Summarized	237	Leadership for Troop Camp- ing	712
What They Are Not	244	Method for Patrol Leaders..	204
Tenderfoot Review	77	of Patrol Leaders	200
Tenure (See Chat 16 and also Permanency)		Personal Contacts	434
Advancement Affects	256	Printed Page	432
Affected by Program	256	Round Table Discussions	435
Alumni	266	School, National	461
Associate Scout	266	Scoutmaster's	53
Enrolling at Twelve	233	Scoutmastership	431-438
Hiking and Camping Affect.	256	(See Chat 23)	
Holding the Boy	44	Special	436
Long, Possible	254	for Troop Committeemen...	150
Older Boy	260	Transfer	
Older Boy Responsibilities..	262	Credit Certificate	252, 341
Patrol Leader's Term of Office	187	Cub Registration and	419
Patrol Method Affects	256	of Insignia	475
Reception Affects	255	Transfers	250, 256, 260
Recognition of	264	Travelling Abroad and Uniform	296
Record Form	339	Treasure Hunt Hike	656-658
Scoutmaster's Contact with		Tribe, Lone Scout	108
Scouts Affects	257	(See also Lone Scout, Lone Scouting, Rural Scouting)	
Social Activities	262	Activities	111
Veteran Scout	264	Distinctive Needs	8, 103-104
Ten Year Program	465	Meetings	111
Terry, Seth S.	20, 447	Organization	110
The Boy, What Is He	39	Planning the Program	112-114
Thrift	301, 311, 354	In the Scout Group	404-406
Requirement, First Class...	1024	Troop	
Requirement, Second Class	1008, 1009	Activities	512
and Uniform	289, 298-300	Activities and Troop Com- mittee	153
Tickets, Sale of		Advancement Plan	970-972
By-Laws	322, 474	Alumni	266
Tips (Policy)	501	Board of Review and Court of Honor	970-972
Titles		and the Boy	27
Senior Scout	1091, 1092	Budget Plan (See Troop Budget Plan)	
Towels, Dish	756	Building a New (See Chat 5)	49-88
Tracking		Buildings, Policy	331
Bibliography	1145	Bulletin (See Troop Bulletin)	
Games	880-884	Camp, Planning for...	713, 717-725
Second Class Requirement.	995-998	Camping	706-709
Traditions		(See also Camp)	
Book of	338	Camping, Training Boys for	712
Develop	96		
Incentive of	976, 977		
Trailing	997		
Trail Marks	996		

INDEX—Volumes One and Two

	<i>Page</i>
Troop— <i>Continued</i>	
Camping Training Courses..	712
Charter, Obligations	52
Circle Formation, Drill	364
Civic Service	395
(See also Civic Service, Good Turn, etc.)	395
Committee, Camp Responsibility	812-813
Committee (See Troop Committee)	
Commissioned Scouters	118
Cooking (See Cooking)	
Cooperation with Church ...	392
Court of Honor	970-972
Equipment	1215
(See Property Equipment)	
Established and New Scout- master, Chat 7	97-102
Explorer	426
Finances (See Chat 19, Financing the Troop)	
Finds Itself	96
First Month of	58-88
Flags	355
Funds and Troop Committee.	155
Good Turns (See also Good Turns, Service, Community Service, Civic Service)	
Group and (See Scout Group)	
Help to School (See also School)	388
Helped by School	387
Hike, First (See also Hikes, Camps)	83
and Home (See also Home, Parents)	
Ideals	60
Impetus for	50
Installation	84, 933
Leaders' Council (See Troop Leaders' Council)	
Leaders and Scoutmasters..	98
Leadership (See Chat 9)..	117-140
Library	278
Log (See also Bulletin, Pa- per, etc.)	336
Managing Body the Troop Leaders' Council	194
Measuring Worth	96
Meetings (See Meetings)	
Meeting Room (See Meeting Room)	
Mobilization (See Mobilization)	
New (See New Troop)	
New Candidate (See Candidate)	
New Scoutmaster in Estab- lished (See Chat 7).....	97-102
Objectives, Summary	94
Old (See Old Troop)	

	<i>Page</i>
Troop— <i>Continued</i>	
and Patrol	27
Patrol at Troop Gatherings	223
Permanency	234
Permanency and Troop Com- mittee	153
Primary Unit in Group	406
Program (See Troop Program)	
Property (See Property)	
Publicity, Bibliography	1136
Records (See Troop Records)	
Registration	78
Relationships	377-428
(See Part VII)	
Relation to Sponsoring Institution	52
(See also Church, School, Home)	
Reports	336
Rise of (Chat 6).....	89-96
Sample Hikes	649-670
Sea Scout Patrol in the....	1109-1116
Senior Scouting in the....	263, 420
(See also Scout Group)	
Service Program	396
(See Civic Service, Good Turns, etc.)	
Singing (See Singing)	
Spirit	57, 210
and Sponsoring Institution..	52
(See also Church, School and Sponsoring Institu- tion, etc.)	
Starting a	49
Supervision and Assistant Scoutmaster	128
Traditions Develop	96, 280
Uniform Fund	300
Uniforming the	297
Values of Uniform to	289
What It Is	60
Work	220
Troop Budget Plan..	55, 92, 312-321
(See also Dues, Finances)	
Collecting Dues	318
Establishing	313
Keeping Records	319
Money Earning Projects ...	321
National Policies (By-Laws)	321-322
Other Suggestions	320
Planning Budget	314
Revolving Fund	316
and Troop Leaders' Council.	196
Values of	312
TROOP COMMITTEE	
CHAT 10	141-158
Activities	153
Bibliography	1134
By-Laws	141
Camp	145, 155

INDEX—Volumes One and Two

	Page		Page
Troop Committee—Continued		Troop Leaders' Council—Continued	
Chairman	150	Training for Patrol	
Direction of Troop	146	Leaders	200
Duties in a Nut Shell.....	146	What It Is	191
and Earning Money.....	302	TROOP MEETINGS,	
Features of Success	147	CHAT 27	547-598
Finance	311	Troop Meetings	
and Institution, Policy	142	Elements	550-553
and Meeting Room.....	142, 152	Opening Ceremony	559
Meetings	157, 158	Requisites	550-553
Opportunity for Service....	150	Troop Leaders' Council	549
Order of Business.....	157	Troop Meeting Room	
Pamphlet	150	Bibliography	1136
Procedure if Scoutmaster		Troop Program	
Resigns	156	(See also Program)	
Provides Meeting Facilities..	142	and Assistant Scoutmaster..	138
Required	141	Developing	514
Responsibilities	142	in Troop Leaders' Council..	101
Rules and Regulations	143	Yearly Objective, Swimming	94
Scout Program	143	Troop Records	
and Scoutmaster		Advancement Chart	339
(See Chat 9)		Advancement and Tenure	
Scoutmaster Administrative		Form	339
Officer	151	Attendance	339
Scoutmaster Keeps Informed	150	Attendance Chart	339
Selects Scoutmaster	52, 142	Chart	339
Suggestions for Service	152	Dues Form	339
Training	152	Importance	338
Troop Finances	144	Individual Scout	338
Troop Funds and Property..	155	Necessity for	334-335
Troop Permanency	143	Patrol Contest Chart	339
Troop Property	145	Scribe Keeps	339
and Troop Uniform	153	Tenure Form	339
Uniforms, Badges and		Troop Relationships	377-428
Insignia	143	(See Part VII, Relationships)	
What It May Do.....	151	Trophies	352
Troop Committeeman, Quali-		Turn Right or Left, Drill....	365
fications	147	Twelfth Scout Law	390
(See also Troop Committee)		(See also Religious)	
Troop Equipment		Twelve-Year-Old	233
(See Equipment, Property)		Twelve Years, Age Require-	
TROOP LEADERSHIP,		ment	472
CHAT 9	117-140	Types of Hikes	606-607
Troop Leadership		Types of Hike, Outline	609
Bibliography	1134		
TROOP LEADERS' COUNCIL			
CHAT 13	191-208		
Troop Leaders' Council			
77, 94, 101, 396, 549, 595			
Chairmanship	192		
Executive Committee	196		
Managing Body of Troop....	194		
Meeting Program	199		
Meetings	196		
Membership	192		
and New Scoutmaster in			
Established Troop	101		
Plans Ceremonies	921		
Points of Training	201		
and Program	516		
and Scoutmaster	193		
Suggestions	198		

U

UNIFORM, SCOUT

CHAT 18	283-310
Uniform (See Uniform).....	990
and Civic Service	304
Commercialism	432
an Essential Element of	
Scouting	26, 28
Exchange for	303
Financing	298-300
High Standard	294
and Ideals	288
Importance to Boy	28
Official for Scouts,	
Scouters	292
Only One Official	294
Origin	284

INDEX—Volumes One and Two

	Page		Page
Uniform— <i>Continued</i>		Warrant Leaders	128
Parts	292	(See also Senior Patrol	
Recognized by Congress	287	Leader, Junior Assistant	
Scout		Scoutmaster)	
American, an Adaptation.	286	Washing Dishes	756
and Badges and Insignia		Water	
	304-310	for Dishes	820
Bibliography	1136	Disposal at Camp	820
Completely Uniformed		for Drinking	818
Troop	95	for Swimming	819
a Guarantee	283	for Washing	819
Sea Scout	1115, 1116	Water Carnival	950
Teaching	239	Weekend Hikes and Camps	
Travelling Abroad		(Policy)	615-616
(By-Laws)	296	Weights and Measures	778
and Troop Committee	143, 153	Welcome, to New Boy	230
and Troop Meeting	586	West, James E.	20, 25, 244, 276
Values to Patrol and Troop.	289		392, 447, 449, 455, 456, 467
Wearing the	30	(See also Chief Scout Execu-	
When Not to Wear	297	tive)	
When to Wear (By-Law) ...	296	Wide Games	906-918
Who May Wear	295	Wild Life Protection Fund...	1073
Uniforming the Troop	297	Wilkinson, Mell R.	467
Unknown Scout	18, 442	Willis, Stanley	442
United States Boy Scout....	445	Wilson, President Woodrow	
United States Department of			455, 457, 460
Agriculture	113	Winter Camping, Bibliog-	
United States Flag		raphy	1143
(See Flag of United States)		Winter Show	950
Use of Temporary Boy Com-		Woodcraft Indians	17
mittees	140	Work, the Patrols and	
		Patrol	210
		Troop	220
		for Work's Sake	122
		WORKING OF THE PATROL	
		METHOD—CHAT 14	209-226
		World Brotherhood of Scout-	
		ing	17, 952
		World Jamboree	458, 952
		First	18
		World War Service	456
		Y	
		Year-Round Activities	512
		Yearly Troop Program	518-520
		Yells	63, 576
		Young Men's Christian Associa-	
		tion	402, 442
		Young Men's Hebrew Associa-	
		tion	402

W

Warner, Lucien	20, 447
Warrant Officers	
Policy	499

